



# **SELF STUDY REPORT**

**FOR**

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

**GOVT. COLLEGE OF EDUCATION (IASE)**

M.A. ROAD SRINAGAR, JAMMU AND KASHMIR, 190001  
190001

[www.gcoekmr.org](http://www.gcoekmr.org)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**April 2022**

# **1. EXECUTIVE SUMMARY**

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## **1.1 INTRODUCTION**

**Govt College of Education established as a Teacher Training School in the year 1937 and promoted to Teacher Training College in 1948. After twenty years of hard work and dedication in academic activities, extra curricular activities, development and progress, it was designated as Govt. College of Education, in 1968. Being the only Govt. Teacher Training institution of Kashmir division, the college has a legacy of meticulously shouldering it's responsibilities and duties in several aspects of teaching learning process. On the recommendations of MHRD, Govt. of India, the college was upgraded to the level of Institute of Advanced Studies in Education (IASE) in the 2016. vide Higher Education order No: HE-UP-GRAD/COES/CSS2013-78, dated: 4-3-2016. The college was affiliated to University of Kashmir till 2016. With the establishment of Cluster University Srinagar in 2017 under UGC act 1956 there was a change in affiliation and the college was designated as a constituent college of Cluster University Srinagar under the name School of Education. The college was accredited by NAAC in 2004 with Grade A, and Re-accredited in 2012 as "A" Grade college with CGPA of 3.52 on 4 point scale. It was rated as a High Performing Institution with a strong recommendation for autonomous status by the NAAC peer team. The college has the membership of Asia Pacific Quality Network (APQN) since 2011 and Indian Association of Teacher Educators since 2016 and is striving hard to achieve its mission of Excellence in Education and Teacher Education. Since the college is catering the educational needs of Pre-service and In-service untrained graduates & postgraduates by way of providing them academic as well as professional knowledge, skills and other components of Teacher Education to equip them to work effectively at the grass-root level which makes this college different from other degree colleges of UT of J&K.**

**Vision**

**Excellence in Teacher Education**

**Mission**

- **Organize in-service and pre-service Teacher Education programs for their capacity building.**
- **Provide extension and resource support service to schools/Teachers**
- **Conduct experimentation and innovation in School Education.**
- **Providing training and resource support for new areas of educational concern like Value-oriented education, Population education, Educational technology, Computer literacy, Vocationalization, Women and Gender studies, Science education, Guidance and Counselling.**
- **Provide support to and collaborate with professional bodies.**
- **Prepare teacher educators for nursery, elementary, secondary teacher education institutions.**
- **Encourage community and private partnership in teacher preparation programs.**
- **Prepare teachers with creative thinking, receptivity to new ideas, innovative and advanced skills, capabilities to initiate innovative teaching learning techniques, problems solving skills etc. enhance personal and professional competencies of student teachers.**
- **Prepare teachers with positive and healthy attitudes towards teaching profession with a deep sense of equity, social and gender justice and sensitiveness to weaker, down trodden and under-privileged sections of the society.**
- **Conduct advanced level fundamental, applied and experimental research in education of an inter-disciplinary nature.**
- **Develop among teachers an understanding of the unique nature of the pupil.**
- **Enable them to understand the process of socialization, equip them to acquire stage specific competencies, pedagogy, curriculum development, and its transactional evaluation.**
- **Acquaint them with factors and forces affecting educational system and**

**classroom situation.**

- **Acquaint them with educational needs of special groups of pupil.**
- **Develop communication skills and use modern information technology for school purposes.**
- **Develop aesthetic sensibilities.**
- **Inspire students for higher and independent study and promote library, laboratory skills and habits.**
- **Foster academic interests and values.**
- **Promote decision making ability.**

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

### **Institutional Strength**

- **The institution is located at a prime place in the heart of the city which is accessible to people, students and stakeholders from all places.**
- **In 2016 the institution was upgraded to Institute of Advanced Studies in Education by Ministry of Education, Government of India.**
- **In 2017 the institution became a constituent college under Cluster University, Srinagar where the college was designated as “School of Education” making it significantly autonomous in terms of development and renewal of its curricula and pedagogy.**
- **Owing to its crucial role the institution was designated as a Research Hub in education in 2021 with as many as 13 colleges working under it.**
- **The College is also the hub for conducting ECCE & skill courses in the Kashmir Division with all the colleges for women of Kashmir Division as**

**its spokes.**

- **Internship and soft skill development integrated curriculum for all UG and PG students.**
- **The only Government Teacher Training Institute in Kashmir division.**
- **Outreach programme as an integral feature of the curriculum**
- **A democratically elected students council for representation of student aspirations.**
- **A vibrant Alumni association.**
- **Systematic & Vibrant Programmes of mentoring & counselling.**
- **04 Functional MOU's signed with different Institutions & 05 MOU's under process.**
- **70% faculty members with Ph.D's.**
- **Admission to all first-generation students**
- **Teacher quality is maintained through Orientation/Faculty Development Programs, monitoring and regular feedback from students.**
- **Regular conduct of orientation/induction/guest lectures/seminars/workshops/field visits etc., for students**
- **Effective Teaching-learning processes with good use of ICT**
- **Inculcating moral values, ethics and social responsibility through NSS**
- **Dedicated and qualified faculty with 1:36 Teacher-student ratio**

**Feathers in Our Cap:**

- **NAAC Re-accreditation with Grade A with CGPA 3.52- highest in Northern India at that time.**
- **Envious trajectory from Teacher Training School to IASE**

- **In-house Development of our own 4C lesson Design by the Innovation and Action Research Cell**
- **Establishment of State of the Art & first of its kind ECCE Lab in Kashmir Division**
- **The college is a local chapter of SWAYAM/NPTEL**
- **85 years of service to the society, in the field of Teacher education.**

#### **Institutional Weakness**

- **The campus being located in the city centre the institution, at present, faces a space crunch.**
- **Lack of space for construction of hostel.**
- **Lack of playing field/playground.**
- **Lack of space to introduce more integrated courses and courses in line with multidisciplinary approach as per the recommendations of NEP-2020.**
- **Lack of International linkages**
- **Limited Collaborations with Research institutions**
- **Lack of national and international students and faculty**
- **Lack of Faculty and Student Exchange Programme**

#### **Institutional Opportunity**

- **Up-gradation of the institution to IASE carries an opportunity of attracting more resources and personnel making us one of the lead institutions of Teacher Education in the northern India.**
- **Establishment of research hub in the institution is an opportunity for the**

**institution to galvanise the research culture not only in the institution but in its spoke colleges as well. This has (and will in future) immensely increase the research focus and significantly amplify the funding to the institution.**

- **Institution with Potential for becoming Autonomous.**
- **Identifying relevant & viable UG & PG programmes in various domains to cater to local and national needs.**
- **Starting more Honours programmes in various disciplines.**
- **Exploring and strengthening Academic linkages & to create new avenues for staff & students exchange programmes with the Universities & the colleges.**
- **Community Engagement and adopting villages to meet the needs of the society.**
- **Financial contribution of Alumni to the institution can be calibrated**

#### **Institutional Challenge**

- **Establishment of ECCE hub is challenging the institutional capabilities by shifting focus to preparing teachers for preparatory classes.**
- **Lack of trained ECCE teacher educators who could be involved to run the EECE hub in the institution.**
- **Dearth of teaching faculty in the discipline of education.**
- **Deficiency of experienced teacher educators with pedagogic specializations.**
- **Establishing collaborative programmes with institutions at National/International level.**

### **1.3 CRITERIA WISE SUMMARY**

## Curricular Aspects

The institution has been consistently looking into curricular aspects since the time of becoming elevated to IASE and since having become constituent college of Cluster University in 2016. Earlier, the college operationalized the curriculum that was cut and dried for the institution in the University of Kashmir itself, leaving the institution with no scope to bring any significant or minor mid-term course changes. The faculty of the institution strongly felt that the teacher education programs needed significant overhaul if we are to raise competent teachers for 21st century schools. After being elevated as IASE in 2016 by Ministry of Education (MHRD) the institution has been one of the first institutions to introduce integrated B.Ed.M.Ed. programme. During the same time the college was chosen as a constituent college under newly established cluster university, and MA Education was introduced forthwith in 2017. The institution followed NCTE guidelines even when the State Teacher Education institutions were not required to follow them due to the special status of erstwhile J&K State. The integrated B.Ed.M.Ed. programme was carved out forthwith in collaboration with Tata institute of Social Sciences (TISS, Mumbai) keeping in view the national perspective and local context. The programme provides adequate perspectives in teacher education, in-depth understanding of diversity, inclusion and pedagogy through various courses and school engagement programs. The courses engage students in such a manner so as to develop conceptual and procedural knowledge with the skills of inference and extrapolation. The practicum component in each course ensures deepening conceptual and procedural knowledge. Furthermore, the previously run 1-year B.Ed. and M.Ed. programs were revamped accordingly and the process is still on. The slew of in-house workshops and curriculum meetings since 2017 to date have materialized in significantly changing all our teacher education programs, besides sending proposals for integrated B.Sc.B.Ed., BA B.Ed., ECCE and Ph.D. programme. The college has been conducting midterm course revision as well by introducing changes in all courses. Consequent to the implementation of NEP 2020 the institution is currently streamlining its programs in line with the new policy.

## Teaching-learning and Evaluation



The curriculum is implemented, operationalized and transacted keeping in view the program learning outcomes (PLOS) and Course learning outcomes (CLOs) of the programs run in the institution. Since the revision of various teacher education programmes in the college in compliance with NCTE the teaching learning atmosphere too saw a change from lecture way to discussions, seminars, problem-solving, critical analysis, case study, survey in IG 3-year B.Ed.M.Ed. and 2-year B.Ed./M.Ed. that enable students develop skills of critiquing and evaluating besides strengthening conceptual knowledge, extrapolatory acumen and procedural understanding.

The faculty develops transactional plans keeping in view developing knowledge, skills and attitudes in each of the course. These transaction plans are put in place each year bringing changes as and when required. The plans are assessed in an overall manner by conducting transaction analysis from time to time. Furthermore, transaction plans get fine-tuned by way of student feedback.

All programs are reinforced and complimented by practicum and assignments that enable students develop inferential and exploratory capabilities besides making them have a coherent understanding of the field of teacher education.

The school engagement (internship and practice of teaching) component is run side by side so as to keep students abreast with school happenings as demanded by each course and semester. The school engagement begins with observation where different school levels from nursery (ECCE) to secondary school and DIET/SCERT are seen in an organismic and all-inclusive lens.

Furthermore, beyond curriculum skills and competencies are developed through various certificate courses like ECCE, ICT and Special Education etc. The college also earmarks various units of study for self-study besides being a local chapter for online SWAYM/NEPTEL courses.

The assessment and evaluation are done for every course on the basis of assignments, seminars and tests that enable teachers to gauge the learning levels of students. Since 2020 the institution is aligning its assessment and evaluation to CLOs through transaction plans. The process in this regard is still on.

**Infrastructure and Learning Resources**

The institution is located in Lal Chowk, in the heart of the Srinagar city, making it accessible from all locations of the UT. On the one side, the institution is located at a prime location but, at the same time, there are space constraints for housing various facilities in the college. Despite paucity of space the college boasts housing a gigantic auditorium, indoor volley ball court, table tennis court and a spacious conference hall. The college also houses a spacious canteen and a gym. Besides this there are three expansive and one heritage structure that occupy administrative block, classrooms, library facility, browsing centre, computer lab, ECCE lab, Research hub/workstation/conference room, Psychology lab, science lab, language lab, Educational Technology lab, geography lab, fine arts lab, e-content studio, smart classrooms, centre for specially-abled, history museum, innovation cell, women's studies centre, Gandhi studies centre and other facilities.

Despite being reduced to naught due to 2014 floods the college has regained back in all dimensions including library resources. Having the seating capacity for more than 100 users, the library is fully automated with all its subsystems like LAN connectivity and Wi-Fi. The library has a decent collection of Books, Journals, Audio-video materials, newspapers, e-resources where the library subscribes to e-resources via NLIST for all. It uses automation software SOUL 2.0. and RFID enabled facilities.

The institution has a dedicated computer lab with networking and internet facility for students. In addition to the computer lab, the institution also has ICT enabled classrooms with Interactive touch panels and electronic lecterns. The institution also has an IT enabled Auditorium and conference hall with digital projectors and screens installed for catering to the demands of organizing seminars, debates, symposiums, guest lectures etc. for interactive teaching-learning activities.

The college is a research hub, equipped with all ICT enabled facilities with dedicated WiFi internet connection for scholars and staff. The institution, in addition to using Zoom/Wise/Google classroom, has introduced a dedicated LMS from the current session. In the interest of students, the institution has developed E-content for various courses and the subject-wise material is uploaded on the college website.

## **Student Support and Progression**

**The institution has range of student support facilities where students are taken through various experiences that make them fit for progression to a fulfilling career or to a higher professional course. The institution is not only open to fresh graduates and pass outs from various colleges but has been, all along, catering to in-service teacher training as well. Each year around a hundred government teachers are deputed by school education department to our college for going through in-service teacher education programme.**

**In addition to implementing the routine curriculum the institution organizes workshops on various themes pertaining to development of skill set they deem fit for helping them ascend their career ladder. Seminars and workshops on development of seminar/research papers, conducting assessments offline/online, skills of paper setting and testing, acquainting students with local/ national/international systems of education give students wherewithal and wide range skillset. The certificate courses on communication skills, ICT, ECCE, Clinical Psychology etc too enable them progress in their careers.**

**The college is a local chapter of SWAYAM/NPTEL to enable students take up courses of very wide range as they deem fit and enhance their competencies in different areas. The SWAYAM courses have been joined by counts of out of the college students who have registered through our institutional chapter.**

**The college has a counselling and placement cell that helps students to make better choices with regard to their careers or further education. From time to time placement drives are conducted where reputed schools and educational organizations are invited for campus placement.**

**Having a robust teacher education system in place, it is no wonder that many of the students of the institution join as government teachers; many go for higher studies that they feel a need for. The institution has a decent student progression, however, tracking in terms of their progression to jobs and courses is further being developed by activating social and other media to track the students' progression to the fullest.**

## **Governance, Leadership and Management**

**Democratic & participatory management:** The institution is governed on the basis of participatory management principles where committees are framed democratically to function as engines of motivation and performance. The head of the institution does not take any decision in isolation rather the decision making is an all-inclusive process. Each year, in the beginning, different committees are constituted democratically with convenors, co-convenors and members working in tandem to carry out the business of the institution. Many of the committees have student membership where the students play a vital role. All proposals are tabled by the Coordinators/Convenors of the various committees which is followed by the meetings and related implications (financial or otherwise) discussed threadbare. All decisions taken are made known to all the stakeholders through notifications and information disseminated on the noticeboard and the institutional website.

**Performance appraisal:** The performance of the staff is managed and monitored through an online employee performance monitoring portal. All the staff get a chance to fill their performance report for each month that is verified by the principal on the online portal. The report is submitted to the higher education department on the one hand and on the other the score can be viewed by each employee. This enables each staffer to record and keep track of his/her performance and improve it in the next month. The reports are evaluated forthwith by the principal on monthly basis on the employee monitoring portal (<https://epm.jk.gov.in>). The institution, furthermore, uses biometric attendance to monitor the attendance of the staff as well as the students.

**Transparency:** All the staff, teaching and non-teaching in the institution practices transparency using online portals for different areas of administrative function. In order to ensure transparency in

**all areas related to purchases, the institution makes all its purchases from the Govt. e-market (GEM). All payments are done through BEAMS. The institution practices the online submission of salary bills in the treasuries by the DDO through the IT enabled “JKPaySys”. The salary slips can thus be accessed by the employees either by logging in to the portal or through its app: Mera vetan.**

#### **Institutional Values and Best Practices**

**Institutional values: The value framework of the college includes excellence, democracy, participation and transparency. This framework has guided the overall functioning of the institution in its administrative, academic and financial areas and initiatives. The institution is ever ready to seek excellence in teacher education and this is evident from its being the only teacher education institution in the whole of the UT being elevated as IASE.**

#### **Best practices:**

- Internship spread across the districts: Since last three decades the school engagement programme has been conducted by the institution across the lengths and breadths of the erstwhile J&K State including Jammu and Ladakh division. There is a network of practice of teaching centres spread across all districts which include far flung border areas of Karnah, Uri, Gurez and Tangdar. The practice was introduced in response to the turmoil in the valley, but over time the practice has proved to be fruitful in many respects. The faculty of the institution would stay put in the remote areas for many days to supervise the school engagement programmes. The institution follows a practice of appointing coordinators to every district so that trainee teachers coming from various districts could take up internship close to their residences in their parent districts. This enables the institution to ensure regularity and punctuality and at the same time focussed practice during the internship programme.**
- Development of manuals: The college introduced new integrated programmes with the pedagogic paradigm rooted in constructivism in**

**2017. The shift has not been absolute but constructivism has been a significant addition to the earlier lone behaviourist pedagogy. This necessitated development of manuals and handbooks for reference to students and teachers who could find lesson plans in terms of behaviourist as well as constructivist in these handbooks. It is no wonder that the institution has been the only teacher education institution in the entire UT to have come out with these manuals and handbooks since 2018 on regular basis. Not only the students of the institution the teacher educators from other institutions too have been relying on the handbooks in subject and language pedagogy.**

#### **Research and Outreach Activities**

**The College in 2021 was nominated as a research hub in the discipline of education. We consequently established a research centre leveraging as many as 13 degree colleges to facilitate and foster research aptitude not only in teachers but students as well. The research hub is headed by a coordinator who keeps on organizing meetings of experts, scholars and researchers from time to time so as to encourage the development of research ecosystem in the institution as also in the spoke colleges linked with the institution.**

**The college, each year, comes out with its own research journal 'Inquiry' where experts and scholars publish their research. The faculty and scholars are encouraged to produce a good quality research work by having their work evaluated by a reviewing committee before their paper is cleared for publication in the journal. The college has also given impetus to research under Women's Studies Centre. Many researches by students and staff have been published by the college in a research compendium. The institution has consistently encouraged its faculty to pursue further research to contribute to the institutional development as well as facilitate their career progression.**

**The college has been conducting outreach activities in all the major areas to sensitize its trainees and foster changes in the community. In the academic sphere the college has been carrying out capacity building outreach for the teachers of various educational zones of valley under MHRD.**

**Besides this, the college is a partner institution of Unnat Bharat Abhiyan where the institution has adopted five villages for intervention in the periphery of district Srinagar.**

**The NSS, WSC and ECO club of the college has been conducting interventions and drives where various in-house and out of the campus activities have been undertaken.**

**The college in its school engagement programme gets an opportunity to involve its trainees in various programmes and activities in schools across the valley. These programs on the one hand train the student teachers in organizing the activities and on the other hand sensitizing the school children and the community around the schools towards various themes of the societal importance.**

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	Govt. College of Education (IASE)
Address	M.A. Road Srinagar, Jammu and Kashmir, 190001
City	Srinagar
State	Jammu And Kashmir
Pin	190001
Website	<a href="http://www.gcoekmr.org">www.gcoekmr.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Seema Naz	0194-2479807	9419018037	0194-279807	gcoe.sgr@gmail.com
IQAC / CIQA coordinator	Malik Roshan Ara	0194-2479807	9797013457	-	PROF.MALIKROSHAN@GMAIL.COM

Status of the Institution	
Institution Status	Government and Constituent

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	



State	University name	Document
Jammu And Kashmir	Cluster University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-03-1950	<a href="#">View Document</a>
12B of UGC	01-03-1950	<a href="#">View Document</a>

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	23-09-2021	15	Relaxation for Colleges of Jammu and Kashmir UT

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	M.A. Road Srinagar, Jammu and Kashmir, 190001	Urban	2.39375	4812.674

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No. of Students Admitted</b>
UG	BEd, Bed	24	UG	English	300	156
PG	MA, Education	24	UG	English	52	30
PG	BEd MEd, Med	36	PG	English	52	25
PG	MEd, Med	24	UG	English	104	68

**Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				3				25			
Recruited	0	1	0	1	1	2	0	3	6	9	0	15
Yet to Recruit	0				0				10			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				4			
Recruited	0	0	0	0	0	0	0	0	2	0	0	2
Yet to Recruit	0				0				2			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				34
Recruited	15	12	0	27
Yet to Recruit				7
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	1	0	4	6	0	12
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	1	1	0	1	2	0	5
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	2	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		1	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	208	0	0	0	208
	Female	382	0	0	0	382
	Others	0	0	0	0	0
PG	Male	106	0	0	0	106
	Female	234	0	0	0	234
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	6	3	10	16
	Female	3	8	11	7
	Others	0	0	0	0
ST	Male	11	9	12	17
	Female	39	51	33	20
	Others	0	0	0	0
OBC	Male	27	52	77	106
	Female	75	119	143	140
	Others	0	0	0	0
General	Male	226	303	227	237
	Female	448	458	491	440
	Others	0	0	0	0
Others	Male	58	17	35	89
	Female	37	45	75	142
	Others	0	0	0	0
<b>Total</b>		<b>930</b>	<b>1065</b>	<b>1114</b>	<b>1214</b>

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	The College has proposed the introduction of B.A.-B.Ed/B.Sc-B.Ed as new courses in-line with NEP 2020. The Administrative Department also recommended for the introduction of Honors Courses with Major & Minor bias in Education for the current Academic Session for which the advertisement has been published by the Cluster University, Srinagar.
2. Academic bank of credits (ABC):	Under-Process
3. Skill development:	The College has been designated as Skill HUB for ECCE, programme with all Women's Colleges & 9 Co-Ed Colleges of Kashmir Division as its spoke.
4. Appropriate integration of Indian Knowledge	The College is flexible in its approach towards

system (teaching in Indian Language, culture, using online course):	promoting Multilingualism. Courses are taught using languages like Hindi/Urdu/Kashmiri besides the use of English language. In order to promote a multi lingual culture on campus, the institute is running Value Added Courses (VAS) like Certificate Course in Hindi and Certificate course in Communication English. The College is also a SPOC (Local Chapter of NPTEL Courses) and as such encourages its students to take up Multidisciplinary/ Multilingual Courses online.
5. Focus on Outcome based education (OBE):	All Teacher Education Programs comprise of Program Learning outcomes (PLO's) & Course Learning Outcomes (CLO's). The Institution ensures that the curriculum in all programs is operationalized according to stated CLO's & PLO's.
6. Distance education/online education:	The college is a contact center of the Directorate of Distance Education, University of Kashmir. We provide support including Teaching faculty and allied facilities, required for running the contact classes of B.Ed courses. In addition to this the college also promotes several online courses run by NPTEL for which the college is a local chapter.

## Extended Profile

### 1 Students

#### 1.1

Number of students on roll year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
1065	1114	1214	860	429
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

#### 1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
508	508	456	459	390
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
304	304	273	273	242
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4



**Number of outgoing/ final year students who appeared for final examination year wise during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
149	597	57	1	477
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2020-21	2019-20	2018-19	2017-18	2016-17
149	597	57	1	477
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

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

2020-21	2019-20	2018-19	2017-18	2016-17
382	269	414	431	369
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**2 Teachers****2.1****Number of full time teachers year wise during the last five years..**

2020-21	2019-20	2018-19	2017-18	2016-17
19	20	20	20	20

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

## 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
28	23	23	23	24

  

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 3 Institution

### 3.1

### Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2020-21	2019-20	2018-19	2017-18	2016-17
388.86	181.15	147.34	277.18	489.14

  

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

Response: 90

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

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

**Response:**

The College came under University of Kashmir before 2017. Our institution depended to the large part on University for legitimising its academic and professional programs. Therefore, the authority of revising the curriculum for Teacher Education was vested with University of Kashmir. The college followed the University of Kashmir in letter and spirit in all academic guidelines related to curriculum and examination.

After the establishment of Cluster University, Srinagar in 2017 our institution became one of its constituent colleges. Although the College now came under academic control of Cluster University, yet its School of Education becoming a full-fledged department to initiate curricular reforms was a far cry. This situation made the University rely on our institution for sharing of expertise in Teacher Education. This enabled our institution to play a pivotal role to initiate curricular review and updation. In this direction the faculty wasted no time and held discussions to carve out a consensus about curriculum revision according to the NCTE guidelines at the time when there was pretty good resistance from some quarters in the UT about its implementation.

The institution took the following steps in this regard:

- The institution contemplated introduction of Integrated B.Ed.M.Ed wholly on NCTE guidelines which was, in fact, introduced in 2019.
- The proposal for 4-year integrated B.Sc/B.A ..B.Ed., UG Honors programme has also been sent to the University.
- The Proposals for PG in ECCE , Counselling & Family Therapy also stands submitted to the Cluster University, Srinagar
- Proposal for starting Ph.D. sent to Cluster University, Srinagar & Higher Education Department.

Furthermore, in terms of methods of teaching it was resolved to have the system tilt from directive to participative mode and deeper school engagement.

The following programs have been revised/introduced in the last five years:

New courses introduced:

- 3 year Integrated B.Ed.-M.Ed (Introduced in 2018 with deliberations and consultations with Tata Institute of Social Science (TISS) Mumbai. (First batch started in 2019—52 seats)

- M.A Education, First Batch started in 2017-(52 Seats)

Old Programs revised:

- B.Ed. (Revised already existing 1 year B.Ed. course to 2 year with revision in content)
- M.Ed. (Revised already existing 1 year B.Ed. course to 2 year with revision in content)

Certificate courses introduced in last 5 years:

- Certificate course in Elementary Computer Skills
- Certificate course in Introduction in ART
- Certificate course in Special Education
- Certificate course in ECCE
- Certificate course in Clinical Psychology

Certificate courses introduced in 2021:

- Certificate course in Introduction to Hindi Language.

The college is always live to planning, reviewing and revising of curriculum to the local context. The local context has the following connotations:

- Having a course or a part of a course in a program attending to the local situation. (*Peace and value education/Historical perspectives in education/environmental studies*)
- Including or evolving a method/pedagogy that attends to the local context.(*5-step lessons/5E lessons/4C lessons*)
- Having flexibility in the programs in a manner that while transacting local context could be accommodated.(*dissertations/area reports/situational analyses/case-studies/studies focusing on local concerns/field-trips/projects that are socially relevant/tours/reading and reflecting on texts etc*)
- Amendment incourses wherever necessary.

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

**1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni**

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

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

**1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers**

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

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

## 1.2 Academic Flexibility

### 1.2.1 Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Response: 100

#### 1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
43	43	23	29	22

#### 1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
43	43	23	29	22

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

### 1.2.2 Average Number of Value-added courses offered during the last five years

**Response:** 4.6

#### 1.2.2.1 Number of Value – added courses offered during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
00	06	05	04	08

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

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

**Response:** 21.76

#### 1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	147	182	328	362

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

#### 1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. Provision in the Time Table
2. Facilities in the Library
3. Computer lab facilities
4. Academic Advice/Guidance

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

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

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

**Response:** 10.36

##### 1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
00	0	180	271	34



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

### 1.3 Curriculum Enrichment

**1.3.1 Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas**

**Response:**

- **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.**
- **It's ensured that students gain deeper know-how through the pedagogy courses and the courses like assessment and evaluation, guidance and counselling, inclusive education, ICT in education, educational administration and supervision. Micro-teaching and practice of teaching has a pre-practice and post-practice components that hone the pedagogical skills. Not only this the theoretical knowledge is backed up with the host other school engagements like shadowing, dissertation, situational analysis, SWOT analysis and visits to other institutions, upper primary and secondary schools, and teacher education institutions to enable students crystallize theoretical knowledge into effective practice.**
- **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.**
- **Every course is accompanied with some portion that self-study or self-work that**

**makes students to take the classroom learning to the relevant areas of action. The students get chance to put the ideas into practice during in-campus and out-campus programs. Since the theory practice nexus is such that it would require students to extend the abstractions of theory into the concretions of practice. This part is taken care of when theory meets practice first in the in-campus programs and later in the field. The students, furthermore, get enough latitude to self-study, self-reflect by way of forming various reflective journals, and some students taking up research projects.**

- **It's important that we have a democratic atmosphere to foster the 21st century skills in students. Our institution has been very democratic in various areas of deciding crucial things by students and staff. This atmosphere does not leave the classroom unaffected. 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. In addition to it there are host of activities that are conducted all though the year that gives chance for creative self-expression and chiselling of social and emotional skills. 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.**

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

### **1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.**

#### **Response:**

It's important that the students are familiarised with the school system existing in India and elsewhere. Our institution takes care of it through various courses of study and by way of activities and engagements over the period of students' stay in the college. Besides steps are underway to further deepen students'

knowledge in diversity in norms and standards across India. Presently student teachers are acquainted with the diversity by way of the following:

#### **In various Courses:**

- Courses on comparative education that familiarise students with international comparative perspective (in countries like UK, France, Finland, Japan, USA, Russia) find place all teacher education programs wherein a course on comparative education familiarises students with school education in Indian and international and comparative perspective.
- Courses providing historical perspective on education give a clear idea to students how the school system has evolved over a period of time.
- There are various courses on measurement and evaluation in different programs familiarising students with assessment segments, norms and standards.
- The courses on 'School Administration' & 'education policies and institutions' courses are taught which familiarise students with functioning of school systems across India.

#### **Internship/practicum:**

The school engagement is spread across government and private schools, from play schools (Crèches) to secondary schools, from DIETs to SCERT. Therefore, the range of school engagement provides ample opportunities to students to gain through knowledge about the kind the school system in place in the UT.

#### **IQAC steps in this regard:**

- The IQAC of the institution took up the matter in July 2021 and suggested measures to familiarize/acquaint students with the diversity in the school system in India. The committee came out with the action plan where it was resolved to deepen the knowledge of students in this regard via course revisions, specific workshops and conducting internships and practicum across course keeping in mind acquainting students with this diversity of in school system.

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

### **1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme**

#### **Response:**

The institution after gaining some amount of academic autonomy by becoming constituent college under Cluster University, Srinagar immediately took steps for introduction of teacher education programmes that is significantly different in content and school engagement from the earlier teacher education programmes devised by University of Kashmir. These programmes enable 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:

- **Breaking the straightjacket silos of subjects:** The IG B.Ed.M.Ed. program now available not only looks inclusive and interconnected by their very labels like 'Bases of Education' and 'learner and learning' but by their very content which is more inclusive and well-knit to consolidate the overall learning experience into their professional acumen.
- **Thorough practicum for each course to see the theory from the lens of practice:** 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.
- **Inclusive of behaviourism & constructivism:** Recently, in 2019 the college came out with lesson plan handbooks which are the first handbooks in the UT that include constructivist lesson plans in History, Bio-science, Mathematics, Urdu, English, Hindi and Geography etc. The lesson handbooks not only include-as already stated- the constructivist lessons in all the above subjects but behaviourist lessons as well to enable trainees engage, understand and critique different perspectives in pedagogy. All the handbooks are available on the website.
- **Developing holistic assessment criteria in school engagement/internship:** 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. This enables students' to have wide experiences and develop acumen to take up task of a teacher.
- **Reading and reflecting on the text:** The IG B.Ed.M.Ed. course encourages students to read the seminal works of various influential authors who have written on education like: Krishna Kumar, Coomaraswamy, Paul Hirst, John Dewey, Paulo Freire etc. This is done to acquaint students with original and seminal literature in education.
- **School engagement begins with observation and ends with deeper reflective practice:** In the earlier semesters the school engagement begins with observation letting students walk the initial steps with keen observation and goes on to deeper engagement and intervention in the later semesters. Finally, students are familiarized with functioning of institutes of teacher education. Greater duration school engagement/internship that gives students greater and wider experiences related to their future roles.
- **Visits to institutions related with children at all levels:** visits from crèches/nursery/ECCE schools to elementary to secondary schools, special schools to DIETs/SIE/SCERT/BOSE provides student teachers a broad view of school education.
- **Diversity of school system:** The institution acquaints students with diversity of school system in

India and abroad through courses, practicum and workshops.

- **Workshops and Seminars.**

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

## 1.4 Feedback System

**1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from**

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

**Response:** C. Any 3 of the above

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

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

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrollment percentage of students during the last five years..

**Response:** 81.49

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

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

**Response:** 6.28

##### 2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
35	78	95	120	110

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

**2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years****Response:** 0.38**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	4	1	1

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>

**2.2 Honoring Student Diversity**

**2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..**

**Response:**

Since Govt. College of Education (IASE) is the only Govt. institution in the entire Kashmir region including Ladakh division which runs professional education programmes or teacher training programmes such as B. Ed. and M. Ed. So, it has the jurisdiction of accommodating students from the length and breadth of the entire region with diverse socio-economic and educational background. 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 but also yields the opportunity for the institution to take constructive steps to honour student diversity.

Besides this the students joining the college go **through counselling conducted by the counselling & placemnet cell of the college**, to decide taking up of elective and pedagogy courses. The counselling cell plays an active role all through the session by helping and motivating students towards the programme and the profession.

As commitment to honour student diversity, different programmes are organized and conducted for the students round the year such as **mentoring, remedial learning engagement, learning enhancement and collaborative tasks**, etc. All these programmes are of great importance to nurture teaching professionals in the region. With regard to student-teacher interaction, all the faculty members are flexible by adopting **multilingualism** as per the need of the students. Mostly English, Urdu, Kashmiri, and Hindi languages are used as the medium of instruction depending on what the situation demands. Moreover, the college has facilitative infrastructure for **differently abled students**. Assistive devices such as wheel chairs and adaptive structures like ramps etc. are the facilities available in campus.

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

**2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs**

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

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

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

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



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

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

**Response:** 36:1

##### 2.2.4.1 Number of mentors in the Institution

Response: 30

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

## 2.3 Teaching- Learning Process

**2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning**

**Response:**

#### **Multifaceted teaching:**

In light of NCFTE-09 and justice Verma committee report our institution has been at the forefront in introducing changes in curriculum that not only includes syllabi but teaching-learning methodologies too. It took the faculty some time to slowly shift from pure lecture-based teaching 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. The institution, furthermore, has been coming out with guidelines from time to time so as to keep the teaching-learning flexible and multi-moded to attend to the broad range learning styles of students. The various methods of teaching used in the institution are:

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

Experiential and Participative learning have been used all along in our institution. The teacher education institutes have greater scope to use experiential learning when 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 firsthand experiences where they participate and engage actively in activities generating an in-depth perspective about schools and schooling. The students are encouraged to see various problems in schools and reflect on the solutions for the problems.

1. **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. Here they encounter and confront problems related to theoretical application in practice.
2. **Regular classwork:** Besides this participative and collaborative learning is encouraged in classrooms too by way of holding discussions, seminars workshops, question and answer sessions.

**This is further achieved by:**

1. **Guidelines for transaction:** the IQAC of the college has come up with transaction guidelines whereby teachers are encouraged to use various ways of teaching including online mode. These guidelines were issued during COVID so that better learning experiences are provided to students. The IQAC issues guidelines for school engagement as well so that students develop an integrated view and are assessed against a well laid out criteria.
2. **Transaction plans and transaction analysis:** In tune with IQAC guidelines the teachers have been actively making transaction plans from time to time where multifaceted teaching learning is leveraged for effective learning on the part of the students. The IQAC of the College comes out with transaction guidelines that encourage teachers to use varied methods of teaching to enhance learning experiences of student teachers. The transaction plans are viewed against the transaction analysis where teachers get chance to reframe their teaching methods in light of the analysis.
3. **Introduction of dedicated LMS:** For online teaching besides ZOOM, WEBEX and other platforms the college has a dedicated LMS that brings all its students and faculty on a single online platform where besides lessons and assessments e-content can be made available to students.

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

**2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years**

**Response:** 88.89**2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2020-21	2019-20	2018-19	2017-18	2016-17
19	19	18	17	15

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

**2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..****Response:** 71.83**2.3.3.1 Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year**

Response: 765

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

**2.3.4 ICT support is used by students in various learning situations such as**

1. Understanding theory courses
2. Practice teaching
3. Internship
4. Out of class room activities
5. Biomechanical and Kinesiological activities
6. Field sports

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

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View Document</a>
Geo-tagged photographs wherever applicable	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link of resources used	<a href="#">View Document</a>

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

#### Response:

As a regular practice, mentoring is provided to students in different components of teacher education programme 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 (both pre-service and in-service) required for school management system. Continual mentoring is provided by teachers for developing professional attributes in students through the following:

- 1. Working in teams:** As a team work, the institution engage students in different mentoring programmes. Under the guidance of assigned mentors, students are trained in both theoretical and practical aspects of school management system like Lesson Planning, Micro Teaching, Community Services, SWOC analysis etc. The trainees are given Orientation on different skills of teaching in light of CLOs and PLOs.
- 2. Dealing with student diversity:** At the entry level, orientation programmes are organized by the institution in which pupil teachers (both pre-service and in-service) get opportunity to interact with the faculty members. During these interactive programmes, academic investigation of the students is done by collecting responses from the students. 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. As commitment to honour student diversity, different programmes are organized and conducted for the students round the year such as mentoring, remedial learning engagement, learning enhancement and collaborative tasks, etc. All these programmes are of great importance to nurture teaching professionals in the region.
- 3. Conduct of self with colleagues and authorities:** To enable all the stakeholders be clear in conducting themselves, 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. Besides there is a student's charter for facilitating harmonious conduct in the institutional system. The college functions through democratically constituted committees. The students are a part of it to learn to share responsibility. The convenors establish

cordial relationships with the colleagues, students and authorities in the institution to enable the system function smoothly. Everyone has right to express their views in a democratic way. Every decision is taken in the atmosphere of mutual respect. The college also has grievance redressal system where disputes and issues are resolved amicably and in a democratic manner.

4. **Balancing home and work stress:** In order to balance home and work stress, the institution conducts many sports activities and excursion/subject tour to different places which allow students to interact with other and help them in socializing and building personal bonds with each other.

5. **Keeping oneself abreast with recent developments in education and life:** The College is also facilitating students in updating their knowledge and competencies by way of organizing workshops/seminars/conferences, encouraging self-study and by providing internet facility.

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

**2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

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

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

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

**Response:**

The Teaching-Learning process of the institution encourages broader thinking 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. The following caters to the aforementioned:

- **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 all the intellectual capabilities including 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. It enables students to see the theoretical knowledge under practical lens.
- **Participation in workshops/seminars/conferences:** The college organizes various workshops/seminars to foster intellectual skills in student teachers.

**Empathy/life skills:**

The institution conducts the following activities to develop empathy and life skills:

- The college has adopted 5 villages and a colony namely chinar colony inhabiting economically weaker sections to conduct activities involving students.
- The orphanage Al Masumeen (A.S) Yateem Trust, Zadibal Srinagar has been adopted by college in 2018.
- Community engagement activities in the internship programmes developing community concern among own students and the learners in the schools.
- Conducting cleanliness drives in the campus
- Conducting different activity of community concern in the institution.
- Programmes on stress management and communication skills.

**Besides above, following two cases have been attempted by teachers:**

**For creativity & innovativeness:**

a) The institution has developed its own institutional 4C lesson plan by the college innovation cell:

- Developed its own 4C lesson plan for the schools of the UT.
- Innovation cell that included students in the project.
- 4C has been used by DRG for training of teachers in district Baramulla.
- 4C is now being used in the trainings by the college.

This creates an atmosphere of innovation and creativity where students are encouraged that we can provide our own solution to problems. Furthermore, the institution is redolent with creativity and innovativeness in every area and activity of the college.

b) Development and introduction of new constructivist lesson plans: The College has been innovative in developing and introducing new constructivist (in addition to already existing behaviorist lesson plans) plans in subject pedagogy. The institution is the only institution in the UT to have come up with:

- Lesson plan handbooks in 2018
- A new volume in 2019
- The latest revised version in 2021

These lesson plans encourage students to teach the same lesson in a variety of ways nullifying the idea that there can be only a one good way of teaching the topic.

**Introduction of transaction plans:** The IQAC of the institution has produced formats for transaction planning and analysis that enable the faculty to conduct classes and activities in terms of looking at from the perspective of knowledge, skill and attitude component. The transaction plans enable teachers of the institution to keep in mind the desired intellectual and thinking skills that need to be developed in student teachers.

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

**2.4 Competency and Skill Development**

**2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

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

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

**2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement**

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



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

### 2.4.3 Competency of effective communication is developed in students through several activities such as

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations
3. Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'
4. Classroom teaching learning situations along with teacher and peer feedback

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

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

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

1. Teacher made written tests essentially based on subject content
2. Observation modes for individual and group activities
3. Performance tests
4. Oral assessment
5. Rating Scales

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

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

**2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

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

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

**2.4.6 Students develop competence to organize academic, cultural, sports and community related events through**

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

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

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

#### 2.4.7 A variety of assignments given and assessed for theory courses through

1. Library work
2. Field exploration
3. Hands-on activity
4. Preparation of term paper
5. Identifying and using the different sources for study

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

File Description	Document
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.8 Internship programme is systematically planned with necessary preparedness..

**Response:**

Internship program forms a very important part of the curriculum in the teacher education program. 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:** The selection/identification of the school is made keeping in view the feasibility of location, proper staff, infrastructure etc. Selection of schools is mostly on request & the same is sometimes facilitated by (DSEK) Director School Education, Kashmir.
2. **Orientation to School Heads/ Teachers:** The school heads are informed through letters, criteria/assessment material and verbal communication by concerned teacher educator deputed for

the school.

**3. Orientation to students going for internship:** The schedule of the internship program is designed in such a manner that ample number of sessions (in house) are kept for orientation and pre-practice for the students and for newly joined teacher educators going for internship. The orientation sessions are conducted by teacher educators of the institution acquainting the student teachers with lesson planning, learning outcomes and resources, inclusion and diversity, assessment and evaluation, ICT integration and IEP (Individualised Educational Plan) etc as per the requirements of internship/school engagement in the particular semester of the teacher education programme.

**4. Defining role of the teachers of the institution:** The role of teachers of the institution is defined 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 for the teachers of the institution as coordinator/supervisor to the internship schools.

**5. Streamlining mode(s) of assessment of student performance:** In order to streamline the mode/s of assessment of student performance, the institution has devised a criteria and assessment manual for internship/School engagement for each semester and programme. All pre-practice/school engagement is held according to the set manual of assessment.

**6. 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 student teachers are required to attend the institutions catering different levels of learning such as, Crèches, Anganwadis, Middle Schools, High Schools & Higher Secondary's, (including private schools, which enables them to compare and contrast and see the school system in holistic manner). It also enables the student teachers to ponder over the lacunae at different levels of school setup. In the final phase of the internship program, the students also get apporotunities to visit DIETs and SIE (now SCERT) in order to get an insight into their mandates & the kind of trainings provided by them to improve the overall scenario of teaching/learning in schools.

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

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

**Response: 3.73**

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

Response: 40

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

#### 2.4.10 Nature of internee engagement during internship consists of

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

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

File Description	Document
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:**

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 programme in order to achieve the goals meant for the practicum component through the following:

1. **Formulation of POT Internship committee at the beginning of each year:** Traditionally, the college has been having an internship/POT committee headed by the convenor who chalks out the internship /POT programme each year.
2. **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. Therefore, a good number of internship/POT schools have been selected in the district Srinagar itself so that most of the students get accommodated in these schools. But at the same time, the POT/Internship committee ensures that they have schools in each district in Kashmir division.
3. **Respecting student's choices:** Since internship requires observing of lessons, preparing of lessons, preparing of learning resources, maintaining of reflective journals for internship and lesson plan books for practice of teaching. Therefore, the internship committee ensures that the pupil teachers are comfortably placed to focus all their energies towards the practicum.
4. **Deployment of faculty to schools and districts:** To monitor the internship activities of the interns, the POT/Internship committee deploys supervisors to all the practicing schools across Kashmir. The supervisors and coordinators visit schools as per the schedule prepared by the POT/internship committee to monitor closely the internship programme.
5. **The senior teachers of the school as monitors:** In addition to the Teacher educators/mentors from the college, the teachers from the practicing schools also monitor the attendance, lesson planning and delivery and other internship activities of the students. In many schools, they respond with evaluations which are taken in consideration at the time of assessment of student teachers in the internship component.
6. **Internship/POT handbook manuals:** In order to make internship programme purposeful, our institution has prepared multiple handbooks for language and subject pedagogy, micro teaching handbook besides guidelines for internship/Assesment Criteria for Internship are kept on the website.
7. **Inspection by College Teams:** In order to ensure conduct of internship as per issued guidelines, frequent inspection of practicing schools are carried out by the mentors/coordinators.
8. **Internship during the pandemic:** During the COVID-19 Pandemic, the college came out with clear guidelines to the students about how to extract best by using ICT as a link with students and e-learning resources as well. The college made it a point that internship is not just a practical component devoid of any theoretical precursor. Therefore, 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 i.e. through Transaction Plan for Internship/POT during COVID-19.

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

**2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as**

1. Self
2. Peers (fellow interns)
3. Teachers / School\* Teachers
4. Principal / School\* Principal
5. B.Ed Students / School\* Students

(\* 'Schools' to be read as "TEIs" for PG programmes)

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

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

**2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include**

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

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

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

## 2.5 Teacher Profile and Quality

<b>2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years</b>	
<b>Response: 81.82</b>	
File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
<b>2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years</b>	
<b>Response: 75.76</b>	
<b>2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years</b>	
<b>Response: 15</b>	
File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
<b>2.5.3 Average teaching experience of full time teachers for the last completed academic year.</b>	
<b>Response: 9.47</b>	
<b>2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year</b>	
<b>Response: 180</b>	



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

#### 2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

#### **Response:**

To keep up with the changing trends of modern times and the increasing demands of higher education, our institution has a good policy that encourages faculty professional development. Continuous efforts are made to improve the teaching-learning experience by providing teachers with cutting-edge teaching methods through Intensive Teaching Workshops and other programmes. Faculty are also encouraged to participate in a variety of educational programmes to gain more experience. Our 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.

**Teachers also participate in various faculty development programmes such as Orientation Programs, refresher courses, seminars, and so on, both within the college and at other colleges and universities.**

- Staff can take study leave to pursue higher studies as part of the faculty development programmes. After ensuring that students are not affected by the absence of any faculty member, the institution's head recommends for grant of permission for the staff member to pursue further education.
- Faculty members are encouraged to present their work at national and international seminars and conferences. The college administration allows staff to serve as resource persons, examiners, inspection staff, and so on at both the college and university levels. Our teachers will benefit from this as both professional development and extension service.
- The institution publishes a journal in which the faculty is permitted to publish their research and writings.
- The college administration also organises expert lectures on various subjects, which benefit the faculty as well. It is expected that faculty members will gain firsthand exposure to the most recent advances in classroom teaching, research methodology, interdisciplinary collaborations, and so on through these programmes.

To maintain high teaching standards, all new faculty must go through an induction programme in which senior faculty assist and guide new faculty in lecture preparation, presentation, communication, and personality development. This is also supported by the college's Language Laboratory, which provides

facilities for overall communication improvement in listening and speaking.

Individual teachers make extensive use of e-learning resources. Faculty members incorporate online resources and lectures into their courses. They can also record and post their lessons online. Many faculty members use an online learning system to post their presentations, notes, assignments, etc. The entire college has internet access, promoting blended learning by providing access to a website with e-learning resources. All course materials are uploaded to a website that all students can access through the internet.

Our institution provides a welcoming environment for students, faculty, and staff to discuss a wide range of teaching and research issues across multiple platforms. Several committees have been formed to help faculty members maximise their learning and research potential.

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

## 2.6 Evaluation Process

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

#### Response:

The Institution has a robust mechanism of continuous internal evaluation in all its programmes and courses. This is ensured in the following manner:

**Transaction Plan for Theory Courses:** The IQAC has developed a Transaction Plan in Theory as well as School Engagement Programme. In theory Courses the transaction plan is compliant with the stated PLO's & CLO's. The Assessment & Evaluation in the courses is done unit wise according to the Transaction Plan in a multi mode manner.

**Modes of Assessments:** The Assessment modes & devices like Seminars, Test, Assignments & Projects are conducted to assess students continuously/unit wise on various parameters. There is scope for grade improvement from unit to unit as the transaction progresses until the end of the course.

**Assessment for School Engagement:** In order to ensure comprehensive and continuous evaluation of the learning activities in the School engagement programme the institution has prepared a detailed manual of criteria for internal evaluation (course-wise and semester-wise). Activities such as school internship, teaching practice, microteaching, assignments, project work, field exploration, library work, hands-on and minds-on activities, self-assessment, group peer assessment, lesson planning and demonstration.

**Academic Calendar:** A detailed roadmap for the conduct of Continuous Internal Evaluation is reflected in the Academic Calendar of the College.

**Dissemination of Information:** Moreover, the students are informed regarding the conduct of internal evaluation through datesheets/notifications which are issued on proper time and displayed on college notice board and website.

**Ensuring Punctuality & Attendance:** In order to maintain regularity and punctuality, the students are required to have 75% attendance in all the subjects in a semester to be considered for semester examination. However, the students representing the Institution in any sports, cultural, NSS or NCC activities can claim the number of days participated in these activities in qualifying attendance criteria required for the semester examination.

**Grade Improvement:** The Students are provided chance for grade improvement during the course of their learning. Furthermore, after the compilation of all data pertaining to internal evaluation, the awards are communicated to the Cluster University Srinagar before the commencement of semester examination.

**COVID Specific Transaction Plan & Assessment:** The IQAC of the college came out with the COVID specific Transaction Plan for Theory as well as Practice Components. The timely intervention of IQAC to come out with COVID Specific Plans enabled the Institution the Semblance of Order in its all academic activities.

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

#### **2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation**

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**
- 5. Provision of answering bilingually**

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

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

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

#### Response:

The Greivance Redressal Mechnism is in place in the institution for internal as well as external examination in the following manner:

#### Internal Assessment:

- If any student(s) misses any assessment due to unavoidable circumstances, he/she is given a one time chance for re-assessment. This is done after the student(s) submits application before the concerned teacher/college administration requesting for the conduct of their examination after confirming the genuineness of the case make arrangements for re-assessment.
- If any student has a grievance regarding evaluation of his/her internal assessment, he/she is given an opportunity to clarify the doubts if any. In this situation, the student can approach the concerned teacher and discuss the grievance with him/her. If there is any scope for rechecking/re-evaluation, the student has to submit an application.

#### External Examination /Evaluation:

- In case a student misses any examination particularly pertaining to final semesters on health grounds (many cases refered & recomended during COVID to the Cluster University Srinagar for supplementary examination), such cases are usually referred to Cluster University Srinagar for further necessary action at their end.
- If there is any error detected, 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. Most of the grievances related to the assessment/examination are 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.

- In case a student is desirous of re-checking/ re-evaluation of his/her answer scripts the same is taken up by the university after the student applies for re-evaluation.

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

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

##### Response:

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.

6. Due to the prevailing pandemic and the unrest in the valley, the calendar sometimes gets delayed. Deadlines for submission of assignments, projects, etc. are conveyed to the students from time to time through notice boards, online modes and verbal communications.

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

## 2.7 Student Performance and Learning Outcomes

**2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.**

**Response:**

**Teaching-learning and internal evaluation process are aligned with the stated CLOs & PLOs**

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 student teachers 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. The same is available on the website.
- 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. The internal assessments for each course are conducted according to the transaction plans which revolve around 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. The assessments are done keeping in mind to impart required knowledge, skills and attitudes in student teachers. Assignments, discussions, seminars, demonstrations and hands-on activities and tests in theory and internship are used to assess students in terms of stated CLOs & PLOs.

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

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

**Response:** 89.15

#### 2.7.2.1 Total number of students who passed the university examination during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
144	580	57	0	361

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

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

**Response:**

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. The framed CLOs and PLOs cater to cognitive and professional attributes of the students. The progress in student performance on learning tasks is recorded, to a good extent, in the transcript form in the following ways:

**1. In theory classes:** All theory classes are conducted according to the transaction that are aligned in

terms of knowledge, skills and attitudes. All transaction plans keep in view PLO & CLOs on the one hand and assessments and evaluation on the other. The institution introduced transaction plans first in 2015, but in the organized and structured form, it was only in 2020 that the transaction plans were framed by IQAC in a manner that they create a link between PLOs/CLOs and the assessments. 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. Until present the institution has delineated various attributes to be developed in students in terms of knowledge, skills and attitudes in all courses and the formats of assessments too have been put in place to trace the trajectory of the student performance. The process is almost nearing completion in certain courses, and the process is underway in certain others.

2. **In internship/school engagement:** The institution has developed broad and detailed criteria to trace the student progress on various components of school engagement/pre-practice/demonstrations/simulation. The progress in all areas of school engagement 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. The criteria enable the institution to monitor the performance to enhance future performance.
3. **Introduction of LMS:** LMS has been introduced in our institution to enhance and monitor learning outcomes in student teachers. The institution is in a process to refine and fine tune the LMS to the teaching needs of teacher education. Since this LMS has been introduced by the affiliating University, therefore, many of the features are not compliant with the teacher education courses.
4. **Assignments/projects/demonstrations/pre-practice:** 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	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.7.4 Performance of outgoing students in internal assessment

**Response:** 95.3

##### 2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year



Response: 142

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

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

#### Response:

**Example 1 of session 2015-16:** The institution, in 2015, began assessing the behavior of students at the entry level in a pre-test exercise (Entry behaviour), where a questionnaire was administered. At the completion of the course a post-test (exit-behaviour) was conducted to assess the progress at the end of the programme. The assessment gave an idea to students as well as the teacher educators the extent of professional readiness achieved.

**Example 2 of session 2019-2020:** Later on from 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 their 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.

**Example 03 (introduction of communication skills workshops):** 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.

**Example 04 (introduction of different certificate courses):** 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	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

**2.8.1 Online student satisfaction survey regarding teaching learning process**

**Response: 3.54**

NAAC

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 5.2

##### 3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	3	10	10

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

#### 3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 46726

##### 3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
4786000	27000	51340	20290	108000

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

**3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1. Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research**

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

File Description	Document
Sanction letters of award of incentives	<a href="#">View Document</a>
Institutional policy document detailing scheme of incentives	<a href="#">View Document</a>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include**

- 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations**
- 2. Encouragement to novel ideas**
- 3. Official approval and support for innovative try-outs**
- 4. Material and procedural supports**

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

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

## 3.2 Research Publications

**3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years**

**Response:** 4.04**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
23	07	21	12	17

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

**3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years****Response:** 1.06**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
06	02	07	04	02

<b>File Description</b>	<b>Document</b>
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 3.3 Outreach Activities

#### 3.3.1 Average number of outreach activities organized by the institution during the last five years..

**Response:** 8.6

##### 3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
13	03	06	08	13

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

#### 3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

**Response:** 50.45

##### 3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
665	248	408	325	716

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

#### 3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat,

**AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years****Response:** 26.42**3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
219	375	188	132	323

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

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

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**
- 2. Outreach by the nature of clientele addressed.**
- 3. Outreach in terms of academics-in and out of the campus.**
- 4. Outreach by venturing out of the college:**

**1. Outreach during internship:** 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. Many activities are conducted in schools on one hand train student teachers is a holistic school engagement program and on the other enables college to conduct varied outreach activities in school spread far and wide.

**2. Adoption of 05 villages to undertake sensitization towards education and social development:** The

college is affiliated under Unnat Bharat initiative. Under this programme the college 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. However, the initiative was not stopped altogether & the college adopted nearby Boatmens Colony Chinar Bagh & several activities were conducted. These programs are meant to influence the community where the indicators of education and development are alarming.

**3. Outreach by the nature of clientele addressed:(NSS/environment/activities wing of the college conducting drives and programmes):** 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 bharat initiatives in schools. Many of these activities were held in the institution itself yet the nature of the participants also included, beside pre-service teachers, inservice teachers who would indirectly bring the ideals and values in the children they teach in schools.

**4. Outreach in terms of academics-in and out of the campus: (Academic outreach activities under Teacher Education):** The college has been live to problems in the field of school education. Many curricular and pedagogic deficiencies in our school too contribute to lower learning levels in the elementary government schools as well as lower pass percentage at the secondary level. In this connection the college has conducted several outreach activities in different zones of Kashmir division updating the knowledge and skill set of teachers deployed in these zones and schools. Many times, the institution felt that bulk of the teachers could be brought to the college from their educational zones and districts to enable the teachers to get refreshed in terms of knowledge and skills. Many times, the teachers and administrators from DIET and SCERT were trained to increase the skill set so that the expertise percolates to the grassroots school education.

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

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

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

**Response:** 9

#### 3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	1	1	1



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

### 3.4 Collaboration and Linkages

#### 3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 11

##### 3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
19	10	10	7	9

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

#### 3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 4

##### 3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 04

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

### **3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes**

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

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

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

**4.1.1 The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered**

**Response:**

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

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

The institution possesses fully equipped smart classrooms and an ICT enabled auditorium with seating capacity of more than 300. The college has Physical Education Department, IQAC, Research and Publication Centre, Admission Cell, Art Room, Examination Cell, Conference Halls, HOD Rooms etc. 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 Google classroom/google meet for further enrichment of teaching learning process. The institution has also developed e-content for various courses and the subject wise material is uploaded on the college website. The institution encourages teachers for online teaching, assesment & evaluation of learning. 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.

The institution also has 80% ICT enabled classrooms with Interactive touch panels and electronic lecterns, digital projectors and smart boards that facilitate and enhance our teaching –learning process. The institution also has auditorium and 2 conference halls for catering to the demands of organising seminars, debates, symposiums, guest lectures, etc for interactive teaching – learning activities. The college owns a research centre equipped with all ICT enabled facilities with dedicated WiFi internet connection for scholars and staff. The institution has developed E-content for various courses and the subject-wise material is uploaded on the college website for dissemination among students. The institution encourages teachers for online assessment of learning and teachers have taken this activity seriously.

The institution have adequate sports facility for learners. The institution is having Indoor Sports hall, Gym Centre ,volley ball and TT hall. Besides these facilities, the instittution is utilising the sports infrastructure of other nearby constituent colleges of the Cluster University, Srinagar.

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

#### 4.1.2 Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.

**Response:** 58.62

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

Response: 17

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

Response: 29

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)

**Response:** 90.87

**4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
330.88	141.35	134.37	265.74	475.94

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

**4.2 Library as a Learning Resource****4.2.1 Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software****Response:**

**ILMS software:** SOUL 2.0

**Fully Automated Version 2**

Started in 2012 and finished in mid-2014 but unfortunately due Kashmir Floods of September 2014 all library resources including computer server got damaged. Process started afresh in 2018 and finished in early 2020.

- 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.

### **Feature of LMS (SOUL 2.0) used by Library**

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, besides staff was acquainted with SOUL. It is capable to automate all routine library operations and has following modules for smooth functioning of library:

**Acquisition module** is having all required feature like users/library staff can submit book suggestions made by members that can be approved or rejected after proper scrutinization by the selection committee, besides has sub module for gratis items received by the library.

**Cataloguing module** is fairly sturdy helping library in quick creation of cataloguing database and has capability to bring import and export bulk of records in one go thereby making automation of library catalogue quick.

**Circulation module** is one of the important modules of any LMS. In SOUL 2.0 has four sub components viz. membership, transaction, ILL and maintenance.

With dedicated **Serial Control** module SOUL 2.0 is helping library immensely in subscription of journals and helps us in keeping track of all expected issues to be received by the library and also help us in sending timely reminders to the journal vendors. This accountability helped us to receive journal issue on time and has minimized loss of journal issue during transition by demanding fresh copy from the vendor on right time.

**OPAC module** SOUL 2.0 has a very advanced OPAC that is capable of invoking Boolean operators through intuitive interface making retrieval easy for users. The OPAC can also be easily hosted on web thereby making search of library bibliographic database 24x7 from anywhere or on the go.

**Administrative module** helps library to delegate control of different modules to different library staff members thereby managing proper use of library staff besides controlling overall management of automation software.

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

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

##### Response:

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

#### 4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

**Response:** C. Any 2 of the above

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

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

**Response:** 14.11

##### 4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
12.93	18.14	9.20	22.50	7.78

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 4.2.5 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year

**Response:** 0.78

##### 4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

**Response:** 146

##### 4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

**Response:** 128

##### 4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days)



**during the last completed academic year**

Response: 140

**4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 102

**4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 332

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="#">View Document</a>

**4.2.6 Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways**

1. Relevant educational documents are obtained on a regular basis
2. Documents are made available from other libraries on loan
3. Documents are obtained as and when teachers recommend
4. Documents are obtained as gifts to College

Response: B. Any 3 of the above

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

**4.3 ICT Infrastructure****4.3.1 Institution updates its ICT facilities including Wi-Fi**

**Response:**

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 daily basis. 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, following updates in IT facilities have been made during the last academic year:

- Purchase and installation of 6 Interactive Flat displays with Electronic Lecterns and visualizers with 2 Online UPS for classrooms to facilitate teaching learning process.
- Purchase and installation of 4 All in One desktop computers, 5 laptops, 1 MFC BizHub for establishment of Research Center
- Purchase & installation of 4 All in One Desktop computers for different Lab.
- Establishment of E-Content Lab and purchase of equipment such as recording system, Server, Video conferencing camera and other accessories.
- Purchase of 4 All in One Desktop computers for Centre for specially abled.
- Upgradation of automation of library by installation of complete RFID based system.
- Purchase of SPSS software for Research Center.
- Upgradation of browsing center by purchase and installation of 10 All In One desktops computers, Online UPS for backup and 60 KVA Genset as alternative power back up.

Besides that 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.
- 2 JioFibre connections with 100 Mbps speed for academic purposes.
- 4 BSNL FTTH connections with 200 MBPS speed for different sections of the institution.

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

**4.3.2 Student – Computer ratio for last completed academic year****Response:** 12:1

<b>File Description</b>	<b>Document</b>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.3.3 Internet bandwidth available in the institution****Response:** 100**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS****Response:** 100

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

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

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**
- 4. Teleprompter**
- 5. Editing and graphic unit**

**Response:** C. Any 2 or 3 of the above

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

#### 4.4 Maintenance of Campus and Infrastructure

##### 4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 2.7

##### 4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
34.39	2.30	1.10	0.40	1.82

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

##### 4.4.2 Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place

Response:

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. Most of the classrooms have ICT enabled facilities.

The colleges ensures optimal utilization of funds and grants received from the Government time to time for

upgradation of facilities in the interest of learners.

The College has an ICT Committee that oversees the ICT support facilities of the Computer Systems and other IT related devices. Any repair beyond the scope of the technical staff of the college is done through annual maintenance Contracts (AMCs)/ authorized service centers/external agencies and purchase of spares (if any) is made through GeM portal.

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 maintenance of different sections of the library and stock verification of books and other materials is done regularly by the library staff. There is a separate Wi-Fi internet connection for Browsing center and library for learners and staff of the college.

The college have many Lab Assistants and Lab Attendants to ensure proper upkeep of the labs including ICT lab and maintain proper record of items/equipment in the labs.

The Department of Physical Education keep a record of all the sports equipment and the the procurement of new equipment is done by following a proper procedure in consultation with college purchase committee. This department also maintains the record of students attending practice sessions, refreshments etc. The college has one indoor volley complex and one separate Gym/TT block for learners and staff equipped with latest sports equipment.

The classrooms are maintained on regular basis and cleanliness is ensured by a group of Class -IV employees and sweepers. The development committee of the college inspects the classrooms and other support facilities for learners on periodical basis to ensure proper seating arrangement and other facilities and recommends its upgradation/repair/purchase along with purchase committee and necessary arrangements are made in this regard after approval from the principal. The academic monitoring committee along with Time table committee of the college ensures regular classwork and related activities for the learners in the college. Suggestion and complaint boxes are installed inside the campus for regular feedback and complaints from the learners

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

**5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as:**

- 1. Career and Personal Counseling**
- 2. Skill enhancement in academic, technical and organizational aspects**
- 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training**
- 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
- 5. E-content development**
- 6. Online assessment of learning**

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

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

**5.1.2 Available student support facilities in the institution are:**

- 1. Vehicle Parking**
- 2. Common rooms separately for boys and girls**
- 3. Recreational facility**
- 4. First aid and medical aid**
- 5. Transport**
- 6. Book bank**
- 7. Safe drinking water**
- 8. Hostel**
- 9. Canteen**
- 10. Toilets for girls**

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

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

**5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as**

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

**Response:** B. Any 5 of the above

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

**5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)**

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

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

## 5.2 Student Progression

<b>5.2.1 Percentage of placement of students as teachers/teacher educators</b>				
<b>Response: 7.65</b>				
<b>5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years</b>				
2020-21	2019-20	2018-19	2017-18	2016-17
18	21	24	21	14
File Description	Document			
Upload any additional information	<a href="#">View Document</a>			
Data as per Data Template	<a href="#">View Document</a>			
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>			
Annual reports of Placement Cell for five years	<a href="#">View Document</a>			
Paste link for additional information	<a href="#">View Document</a>			
<b>5.2.2 Percentage of student progression to higher education during the last completed academic year</b>				
<b>Response: 31.54</b>				
<b>5.2.2.1 Number of outgoing students progressing from Bachelor to PG.</b>				
Response: 34				
<b>5.2.2.2 Number of outgoing students progressing from PG to M.Phil.</b>				



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

Response: 13

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

**5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**

Response: 2.65

**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
06	08	12	1	07

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

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

Our institution is very much particular in making the student council vibrant and active. The main objective of the council is to improve the quality of education and to create a healthy academic atmosphere for the students. The council is actively participating in day to day planning and development of academic, sports and cultural activities in the institution. It is highly active and plays a proactive role through the following:

**1. Academic Monitoring:**

The College has academic monitoring cell which monitors academic activities on regular basis. The committees collect feedback/information from all the class representatives regarding conduct of classes by the teachers, and the standard of classroom transaction.

## 2. Grievance Redressal:

Grievance Redressal Cell of the college always maintains close contacts with all the class representatives and collects grievances/issues from the students for onward submission and redressal to college administration. All the grievances are seriously taken and redressed on fast track basis.

## 3. Institutional feedback:

The student council is highly active in sharing feedback regarding the institution, teachers, teaching methodology and the college administration. It brings forth not only the need of student community but also highlights potential areas for college development. The feedback is analyzed by the IQAC and presented before the college administration for further course of action.

## 4. Part of conducting and organizing events:

The council is actively involved in the planning and execution of different activities pertaining to academic, sports and cultural events.

## 5. Part of College Committees:

The students are made part of different college committees, such as college development, IQAC, Grievance and redressal, sports, Human Resource Management, protocol, counselling and placement, Canteen, CASH committee, Community development, discipline, debating and library committees. The student members are nominated by the council/presidium so as to make them involved in the functioning of the institution.

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

### 5.3.2 Average number of sports and cultural events organized at the institution during the last five years

**Response:** 15.8

### 5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
7	6	28	19	19

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

## 5.4 Alumni Engagement

### 5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

**Response:**

“QANDEEL” which literally means “Lamp Shade” is the name of Alumni association of our institution. The main objective of this association is to utilize the services and valuable experiences of Alumni members for the overall development of the institution.

Since IASE is a professional institution running teacher training programmes like B.Ed, M.Ed , IG B.Ed-M.Ed and M.A Education. Therefore, the institution always maintains close contacts with the alumni members so as to involve them in various activities of teacher training programmes. Some of the major contributions of alumni members towards the development of institution are as under:

#### 1. Mentoring

The Alumni association in our institution plays an active role in programmes like mentoring students in their area of expertise. Alumni are invited to share their success stories and motivate and groom the students holistically. Alumni as mentors share information and experiences about their own career paths, and provide guidance, motivation and emotional support to the students. They also assist students in exploring careers, setting goals, developing knowledge, skills and positive attitude towards the teaching profession.

## 2. Guest Lectures and Career Counselling

The institution invites Alumni to provide inspirational lectures with an objective to update the students with the latest trends in the fields of education and technology. Different programmes are also organized by the institution in which alumni members interact with the students regarding teaching pedagogy/methodology.

## 3. Resource Persons

Many of the alumni members are called upon to serve as resource persons in various institutional programmes, seminars, conferences, etc.

## 4. Involvement in Curriculum Development:

The Alumni members, having vast experience in teacher education, are often invited and valued in the curriculum development for B.Ed , M.Ed, M.A Education and Integrated B.Ed M.Ed courses. Their suggestions are well taken and valued in curriculum development.

## 5. Involvement in College Committees

In order to utilize the services of alumni members, they are made part of different College committees like IQAC, Curriculum Revision and Review, besides a separate committee of alumni members i.e College Alumni Association “QANDEEL”. The Alumni members are significantly contributing and their valuable suggestions and experiences are always taken for the overall development of the institution.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support**

**Response:** B. Any 4 or 5 of the above

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

#### 5.4.3 Number of meetings of Alumni Association held during the last five years

**Response:** 3

##### 5.4.3.1 Number of meetings of Alumni Association held during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	1	0	0

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

#### 5.4.4 Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

**Response:**

The Institution has a good rapport and network with alumni and former faculty members. The Alumni of the institute owns its name as “Qandeel”. The College periodically convenes meeting of alumni association members and invites their valuable suggestions for the betterment of the college wherein academic and administrative ambience of the college is chalked out.

In order to motivate and nurture special talent of students, the institution has made it a point to invite eminent alumni members on various occasions like **seminars, workshops, conferences, curriculum**

**revision, orientation, annual day** etc. During these programmes, the Alumni share their valuable experiences and success stories to motivate and groom the students for teaching profession. The Alumni members not only motivates the students for seeking teacher education programmes but also acts as a role model and torch bearers for the teacher aspirants.

During orientation programmes, the students gets opportunity to interact with the eminent alumni members regarding **programme learning outcomes, pedagogy, recent developments in the field of education and the need and importance of teaching competencies**.

The Alumni members also contribute significantly in the **curriculum development** of teacher education programmes. They not only plead for introduction of recent developments/policies of education but also focusses on the need of the society.

The alumni members also render their services in **monitoring Practice of Teaching/Internship** as they are invited to conduct viva and supervise lesson delivery. During these activities, congenial atmosphere is created to nurture the talent of the students.

In maintaining the **quality standard** in the institution, the Alumni members have been made part of Internal Quality Assurance Cell (IQAC). They share their valuable experiences and knowledge in order to improve the overall quality of education in the institution.

In addition, the college conducts **Alumni meetings** every year where they share their concerns, experiences and suggestions. The suggestions/ feedback expressed by alumni members is analyzed by the IQAC team and the same is presented before the College administration for further course of action. However, the Alumni meeting were not conducted in the year 2020 due to COVID-19 pandemic.

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

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

##### Response:

The college has been always striving for “**excellence in teacher education**” that highlights the vision of the institution. This is evident from:

- NAAC assessments in 2004 & 2012 earned the college Grade A with enviable CGPA of 3.52 in the last assessment.
- The NAAC peer team in its exit meeting, and in its recommendations in 2012, recommended academic autonomy for the institution & slew of other such suggestions.
- The college came out from the 2014 flood that devastated its infrastructure & resources with renewed energies by being recommended for upgradation to IASE by MHRD in 2016.
- The college is the only institution in whole of the J&K and Ladakh to be elevated to IASE.

**In terms of its mission the following reflects the institution’s governance/leadership & participatory mechanism:**

##### Governance/Work culture & climate:

- The college organizes all staff meeting to constitute various committees democratically discharging various duties of the college.
- All heads are chosen democratically & by mutual consultation.
- All 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 is constituted by voting among students.
- All the programs and activities are conducted in a participative atmosphere.

##### Curriculum & Pedagogy/perspective plans:

The institution:

- Became the constituent college of Cluster University, Srinagar breaking its umbilical cord from University of Kashmir in 2016.
- Proposed the revision of syllabi as per NCTE for different courses in teacher education.
- The institution after consultation with TISS, Mumbai became again the first institution to propose, frame and implement courseware for Integrated B.Ed.M.Ed from 2019.
- has been continuously striving to update and renew the courses i.e. 2 Year B.Ed. and M.Ed. that were framed by University of Kashmir and offered by our institution by writing to the cluster university.

### **Education & Training:**

- Operationalises the curriculum by encouraging faculty to work for transacting courseware so that students develop appropriate knowledge, skills and attitudes for teaching profession.
- The practicum, POT and internship part of the program are conducted in a democratic manner.
- **The institution is ECCE Hub with 9 Co-Ed and all Women colleges as its Spokes.**

### **Research & innovation/participation:**

- The institution as per its mission encourages research and innovation in its various programs.
- Research Hub instituted in the college in 2020 with 13 colleges as Spoke College.
- 4C lesson plan innovation was possible through team-work.

### **Outreach & collaboration/participative mechanism:**

- The college has MOU with various professional bodies.
- The college conducts outreach programs with school education, higher education and other professional bodies.
- The college conducts community development programs through UBA, POT and college NSS.

### **Infrastructure & development/perspective plans:**

The college has been steadily developing its infrastructure since 2014. The following structures have been



added:

- Adding 01 more storey to academic block
- Indoor volley ball court.
- T.T.court/ GYM.
- ICT Lab
- Expanded library
- Smart classes
- School of Education building
- Browsing Centre
- e-content studio
- Fine Art Lab
- ECCE Lab
- Research Centre

**Other participation mechanisms:**

- Feedback system
- Grievance redressal cell
- Direct grievance redressal

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

### 6.1.2 Institution practices decentralization and participative management

#### Response:

The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision & mission in the following manner:

#### Decentralization and participative management:

The institution encourages decentralization and participative management in its programs & activities. The value framework of the college emphasizes “encouraging participative & democratic management”.

#### The college organizes all staff meeting to constitute various committees democratically that discharge various duties of the college:

- **Formulation of committees:** In the beginning of each session the committees are formulated. The process begins with formation of college committees/staff council which involves all teaching and non-teaching staff of the college. All programs and activities of the institution are planned & executed by the said committees headed by the convenors.
- **Process of formulation:** 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. The convenors are chosen by the committee members by mutual consultation on the basis of merit.
- **Merit over seniority:** 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.
- **Selection of Deans and staff secretary:** The selection of deans and staff secretary is done by voting by raise of hands where all staff participates to make the choice. Sometimes, the selection of various heads, deans and convenors is decided by secret ballot or by mutual consultation based on the proposed work in the committee and the abilities of the members.

#### Participants in the staff meetings over committees:

- The principal
- The teaching staff

- Non-teaching staff
- Students participate in meetings wherever they have membership

**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:**

- Students are part of various committees and take part in meetings.
- Student presidium is constituted by voting among students.
- Besides students each section of students has a class representative.
- All the academic & non-academic issues concerning the students are discussed by the CRs and the presidium & escalated in case of the needs.
- The council of students who take responsibility of various kinds of decisions and participatory role in the finalization of timetables, organization of co-curricular activities and educational programs and grievance redressal.
- In certain cases where a student wants to directly inform the concerned staffer, faculty or the principal the case is immediately heard and disposed as per the requirements.
- Sometimes the students drop their grievances in the grievance box which is looked after by grievance redressal cell of the committee.
- Round the year the students also get chance to give feedback on various issues.

**Other participation mechanisms:**

- Feedback system/performance appraisal
- Grievance redressal cell
- Direct grievance redressal

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

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

#### Response:

#### Academic transparency:

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

**In the Admission process:** Admission process begins from the cluster university, Srinagar that conducts entrance tests for PG programs of the college, also the admission entrance test for B.Ed Programme is conducted by BOPEE, J&K. These tests are fair and transparent until the students in the merit list get admission. The Directorate of school education, on the other hand, deposes in-service-teachers to the college for which seats are reserved. All the process is transparent and open where selections are made according to the laid down rules.

**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. Any compromise comes out in the form of feedback of the students on the performance of the faculty in a certain course.

**In Assessments & examinations:** Before the award goes to the University the students are given chance for grade improvement. Any discrepancy or improvement in grade in the award is taken care of when the students get the chance to know the results of their internal assessments. The award is uploaded by teachers themselves without any intermediaries.

#### 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) & e-tendering process. This leaves no scope for variations in prices as also any kind of favours to specific vendors.
- **Transparency in financial decision making:** All payments are received through BEAMS. The purpose of BEAMS is to distribute the budget at various levels of State/UT administration and to authorize expenditure at various administrative levels.
- **Transparency in Payrolls:** The institution practices the online submission of salary bills in the treasuries by the DDO through the IT enabled "JKPaySys". The salary slips can thus be accessed by the employees either by logging in to the portal or through its app, "Mera vetan"

#### Transparency in administration:

- **In Decision making:** All proposals are tabled by the convenors of the various committees, this is followed by the meetings and related implications (financial or otherwise) are discussed threadbare.
- **Dissemination of decisions taken:** All decisions taken are made known to all the stakeholders through notifications and information disseminated on the website.
- **Monitoring/appraisal:** All the staff fills up their performance report for each month that is verified by the principal on the online portal which is ultimately submitted to the higher education department. This enables each staffer to record and keep track of his/her performance. The reports are processed monthly on monitoring/appraisal of employees monthly monitoring

portal.https://epm.jk.gov.in

- **Feedback:** Feedback is taken from various stakeholders 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.
  - Surveillance cameras: CCTV is used in classrooms, examination centres, evaluation centres and other offices of administration and academics.
  - All communication on website

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

## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic plan is effectively deployed

#### Response:

#### Introduction of new curricular focus in Teacher Education:

The college has been live to the changes happening 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. The institution went ahead in the following manner:

- **Introduction of integrated TE Programs:** The college was among the first institutions in the whole of the UT to have introduced integrated B.Ed./M.Ed. program. The idea for the introduction of this program was conceived in the year 2018 keeping in view the requirements for the 21st century teaching and learning. The proposal of integrated B.A.B.Ed/B.Sc.B.Ed. including proposal for Ph.D. too has been sent to the university.

Since the faculty of the institution had been teaching in terms of earlier TE programs with their greater focus on theory than practice. Therefore, the following was required to undertake the introduction of the new programme(s).

1. **Consultations:** Before introduction of this program thorough consultations were carried out among the faculty members of the college and those from the constituent colleges of the Cluster University, Srinagar about the introduction of an integrated B.Ed / M.Ed program.

2. **Workshop with TISS (Mumbai):** It was followed with a 3-day's workshop with the faculty from TISS, Mumbai who shared their experience and insight with the faculty members. The workshop was focused at allowing the faculty of the institute to acquaint themselves with the course structure, infrastructure requirements in terms of the resources available, program learning objectives and the course learning objectives.
3. **Engagement with the familiarization with texts:** This was followed with a month-long engagement of the faculty in reading the suggested texts, books and other similar resources. Finally the institute was able to come up with a three year integrated B.Ed/M.Ed program of 150 credits. The institution is a constituent college of Cluster university Srinagar; hence the principal of the college sent the course file to the dean Academics for the comments and necessary modalities at the Board of studies.
4. **BOS:** Consequent to this a meeting of the Board of studies was called by the dean academics and the institution was given a nod to start with taking admissions to the program 2019.
5. **Development of Criteria manual for a deeper internship/school engagement:** The IQAC of the institution has developed a detailed criteria manual for school engagement in 2021 for deeper and broader school experience.
6. **Development of handbooks for student teachers:** The introduction of new integrated course also necessitated introduction of constructivist lesson plans in pedagogy subjects, and development of handbooks to acquaint faculty and students about the new pedagogic focus. This process too began right from the time the institution kept working for introduction of new courses. This time the institution has published three volumes of handbooks/manuals in subject & language pedagogy. This includes handbook for microteaching.

It took significant time, effort and focus on the part of the institution to make all this happen.

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

### 6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

#### Response:

**Women's Studies centre:** The WSC was established under the 10th plan (F/7-4/2006 NFEII) 30th March, 2006 by the UGC and started functioning after July 15th, 2006. Since its inception it has conducted many outreach programs, and different workshops and seminars on various themes of women. Its role has been vibrant in the sense that it has conducted research of various issues of women, conducted various

empowerment programs and created its own Art Gallery depicting women in different roles. The centre has brought many women closer to work together towards various issues of women.

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

- 4C lesson plan
- Assessment of quality control in higher education in context to access and excellence: A study of Kashmir division.
- Need of research and professional development in ECCTE.

**ECCE Centre (Hub):** The institution, consequent to the NEP-2020 focus on early childhood care and education, has established an ECCE centre that is working as a hub for colleges across valley having ECCE centres in their campus. The centre was established in 2020 and has begun its spadework in signing MOUs with various professional bodies and formulating syllabus for running ECCE course from various colleges.

**Centre for Specially-Abled:** This centre was established in January, 2021 in the institution. The institution, in addition to making the institution friendly for differently abled people, will run short term skill courses. The college has applied for the grant of land to accommodate the new bodies/centres.

#### **Innovation & Action research Cell:**

The college established this cell in 2019. The centre carries innovations in pedagogy and assessments. The centre came out with 4C lesson plan developed for the schools of Indian context. The 4C lesson plan has been used for trainings in school education department as well. The centre has applied for the copyright for 4C lesson plan. The cell is authorised by Innovation Cell, Ministry of Education, Govt. of India.

**Gandhi & Peace Studies Centre:** This centre was established in May, 2019. The centre has signed an MOU with Gandhi Smriti & Darshan Samiti (GSDS) New Delhi to conduct various programs highlighting Gandhian values and non-violence. The centre has organized 07 programs since its inception with GSDS. Gandhi Smriti is an organization that works under Ministry of Culture, Govt. of India with Prime Minister of India as its Chairperson.

#### **Unnat Bharat Abhiyan (UBA):**

UBA Centre was established in the college to connect the institution with the community. In this regard the college has adopted 05 villages in Harwan area of District Srinagar. Village surveys were conducted in these areas to conduct a need analysis of the said villages. The household survey could not be conducted due to the Covid pandemic.

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

### 6.2.3 Implementation of e-governance are in the following areas of operation

1. Planning and Development
2. Administration
3. Finance and Accounts
4. Student Admission and Support
5. Examination System
6. Biometric / digital attendance for staff
7. Biometric / digital attendance for students

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

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

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

**Response:**

The organizational structure of the institution comprises of several bodies/ committees within the institution. These bodies/ committees are entrusted with different responsibilities with a focus on 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 Internal quality assurance cell (IQAC) of the institution is one such body that works towards ensuring maintenance of quality culture within the institution. 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. The transaction plan (both theory and practicum) was specially designed to cater to several learning needs of students.

### Transaction plan (Theory)

The transaction plan (Theory) adopted the multimode teaching (viz, lecture/discussion/ QA/problem posing/ blended/team teaching, etc). The transaction plan was designed to address the Course learning outcomes (CLOs) through the following

- Knowledge component
- Skill/Competency component
- Attitude component

Resources were shared by teachers for further study and reflection. Assessments were carried out through multiple-modes such as Group discussion/ Seminar/ Assignments/Tests/ Projects etc.

### Transaction plan (Practicum)

The IQAC also came up with a special POT/Internship/Implementation/mentoring format during Covid-19

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

## 6.3 Faculty Empowerment Strategies

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

**Response:**

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

***Welfare Measures For Teaching Staff:***

***Welfare measures (Academic)***

- The institute ensures facilitation of process/procedure required for attaining higher qualification.
- The institution is focused at giving diverse experiences to its faculty, several workshops, seminars, orientation programs and conferences are organized by the institution for the teaching faculty throughout the year.
- Faculty members are encouraged to associate with State, National and International Professional bodies.
- The college organizes several programs (Induction training programs, Short-term courses, workshops/Faculty development programs) for building the professional competencies of its faculty members from time to time.
- Faculty members are provided with latest study material including e-journals. The institution has a membership of online repositories/resources like N-list which enables faculty members to access e-resources for professional empowerment.

***Welfare measures (Administrative)***

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

***Welfare Measures For Non-Teaching Staff***

***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, such as medical emergencies. The non-teaching faculty members can even avail loans from the community development fund in case exigencies.
- The institution provides help with smooth facilitation of bank/ GPF loans.
- Skill-based crash courses (Boutique) trainings, soft skills and personality development courses are offered to the non-teaching staff for skill enhancement.

***Extension of Welfare measures beyond its teaching and non- teaching staff/ involvement in welfare measures beyond the institute:***

- *The institution extends its initiative of taking up welfare measures beyond its teaching and non-teaching staff. A nineteen year old acid attack survivor (Sehar Nazir) D/O Nazir Ahmad R/O*

*Solina, Rambagh, Srinagar was adopted by the institute, the faculty members contributed on a monthly basis in order to help her to meet the cost of her surgeries over a period of one year.*

- *Carrying forward its initiative of taking up welfare measures beyond its boundaries the institution has adopted an area “Boat Colony, ChinarBagh” Dalgate, Sriangar. A group of faculty members was deputed for the purpose of conducting a detailed survey of the adopted area and information was collected regarding the availability of resources, access to health care facilities, education, employment etc. based upon this survey essential commodities (blankets, hot water bags) were distributed among 20 households of the locality.*

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

### **6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**

**Response:** 10.1

#### **6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	1	1	06

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

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

**Response:** 51

#### 6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
07	01	15	12	16

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

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

**Response:** 46.46

#### 6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
14	04	09	15	04

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

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

#### Response:

The college has a performance appraisal system in place for Teaching and Non-Teaching staff.

#### For teachers:

#### Feedback system:

The performance of teaching staff of the college is assessed and appraised on the basis feedback from the students. The teacher's feedback form is filled by students and all areas from style of teaching, participatory and democratic way of engaging students, involvement in various activities and the objective way of assessment are assessed for each teacher. The teacher receives the feedback analysis from the institution and the particular teacher gets chance to work on the observations made by the 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.

#### Annual performance report:

Each teacher is appraised on the basis of annual performance report which is filled by the principal of the college. The principal keeps in mind the performance of the teacher for the said duration as also the feedback from the students. The APR goes to the higher education department for review in case the teacher is slated for promotion to the next grade.

#### For Non-teaching staff:

The performance of non-teaching staff is appraised by institutional feedback form which is filled by the students assessing the institutional performance which includes the performance of non-teaching staff as well. The non-teaching staff is appraised on various parameters by the students.

#### 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. The head of the institution reviews the performance of the staffer and sees it in the light of his/her job profile. The APR goes to the department for facilitating any kind of promotion of the official.

#### **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.

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

## **6.4 Financial Management and Resource Mobilization**

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

#### **Response:**

The College has a Finance 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 in their reports are discussed in the college and if compliance (such as recovery etc.) is possible and feasible it is done at an earliest.

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 financial code, the matter in such cases is taken up with the competent authority and retrospective sanctions sought.

In cases where we have a strong opinion that the audit team has either misinterpreted our financial books or that an objection has been raised on insufficient grounds, the same is pleaded with the Accountant General's office or other such competent authority, whatever the case may be and thus got resolved

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

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

**Response:** 0

##### 6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>

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

**Response:**

The College is 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 such there is no pressing need for resource mobilization. However, 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 for up to three years on infrastructure augmentation proposals are communicated to the Administrative Department with DPRs from various agencies, wherever applicable, for further perusal by the concerned authorities.

Moreover, revenue generated from student fee etc. is a single major source of revenue which is utilized for College infrastructure maintenance, whenever deemed necessary as well as for the development of

academic and student services facilities as per the guidelines issued by the State/UT Higher Education Department from time to time.

**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, 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 at the beginning of every academic year. This setup has democratised decision making in academic as well as administrative matters as the members of the committees take collective decisions on matters of administrative and academic relevance. This procedure potentially ensures timely decision making on important developmental, and student related infrastructure augmentation projects/works as well as achieving well defined academic targets in a time bound manner.

The College Advisory, Development, and Purchase committees work hand in glove throughout the year to ensure that the yearly budgetary grants received are optimally utilized and that the funds are spent in a time bound manner on the projects/works that they have been sanctioned for.

Infrastructure resources such as classrooms, conference hall, and auditorium are regularly rented out to Government agencies or private organisations for holding trainings, conducting exams or events such as school annual functions. Income from such activities is deposited in the Government chest from time to time. Also, various national and UT agencies/bodies are always welcome to use our infrastructure facilities such as classrooms to conduct all kinds of exams and this benefits the community immensely.

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

## 6.5 Internal Quality Assurance System

### 6.5.1 Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

#### Response:

The quality assurance in the institution is looked after by varied mechanisms in the institution. 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, discussions and works on the feedback acquired from various stakeholders. They ensure the following quality strategies:
  - Introducing/proposing new programs (integrated/Ph.D.)
  - 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 and otherwise.
  - Adherence to PLOs/CLOs.
  - Integrating ICT in teaching learning
  - Guidelines for conduct of internship/school engagement.
  - Guidelines for conduct of internship/school engagement during COVID-19.
  - Preparation of academic calendar
  - Preparation of newsletter.
  - Preparation of prospectus.
  - Preparation of lesson plan handbooks in subject and language.
  - Preparation of handbook in 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 & e-tendering process
  - BEAMS for (budgeting estimation, allocation and monitory system)
  - Using JKPAYISIS (for salary and other transfers to employees)
  - EMP portal (employees monthly performance monitoring portal)

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

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

#### Response:

The college reviews and assesses teaching-learning process from time to time. There are different bodies which evaluate and assess teaching learning. The following bodies and mechanisms are in place to keep a

tab on the teaching learning process:

- **Internal Quality Assessment Cell (IQAC):** IQAC is one such body that evaluates teaching learning atmosphere in the college. The IQAC uses the following tools to assess and redeploy teaching learning from time to time:

**1. Feedback:** feedback taking is the job of IQAC that helps it to 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. The transaction plans encourage teachers to use multi-mode teaching integrating ICT in their theory classes.

**3. Transaction analysis:** Transaction analysis is a questionnaire that enables IQAC to collect information from faculty about the teaching learning going on in the institution. This document gives us an analysis of teaching learning process.

**4. Transaction plans for school engagement during COVID:** As COVID threw life out of gear thought the globe bringing all educational institutions, besides other facilities, to the grinding halt. All educational institutions suffered a great loss. The institution made some headway by using LMS in all theory courses, but school engagement/internship was something that took IQAC to frame guidelines to bring some semblance of order to have students figure out things that are usually the part of the practical portion in Teacher Education.

**5. Development of criteria manual for school engagement:** Since the school engagement/internship has been made deeper and wider therefore IQAC took on itself to enable faculty, students and schools to have a clear understanding of what and how of school internship. This is a significant document enables the institution to monitor the teaching learning process.

- **Practical manual/handbook committee:** This committee is charged with the responsibility to develop material for school internship so that students and faculty are not at loss of what materials to consult as far as lesson planning and microteaching is concerned. The flowing manuals have been developed by this committee to aid and facilitate the teaching learning process:

1. Lesson plan book	2016
2. Lesson plans handbook (language)	2019
3. Lesson plan handbook (subject)	2019
4. Microteaching handbook	2019
5. Lesson plans handbook (language)	2021
6. Lesson plan handbook (subject)	2021

The committee reviews the earlier editions and comes out with the new editions according to the needs of the students. These manuals are a significant help to the faculty, students and schools to monitor and address the school internship in its pre-practice and practice mode.

- **Curriculum review committee:** The curriculum review committee recommends updating of curriculum from time to time which in turn promotes and facilitates a better teaching learning

process. It also recommends minor changes in curriculum during the running of the programs.

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

### 6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

**Response:** 12.2

#### 6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
07	04	17	19	14

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

### 6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

**Response:** C. Any 2 of the above

File Description	Document
Feedback analysis report	<a href="#">View Document</a>
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>

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

#### Response:

#### Incremental improvements for second and subsequent cycles:

**The institution does not have just two but more than two incremental improvements. These improvements are mentioned hereunder:**

- 1. Elevation of the institution to IASE:** The college was elevated to Institute of Advanced Studies in Education (IASE) by Ministry of Education, Govt. of India in 2016. Our college is the only institution in Teacher Education to be elevated to this status in J&K.
- 2. 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.
- 3. Gandhian Studies Centre:** The Institution has collaboration with Gandhi Smriti Darshan Smriti (GSDS) and engages in several quality initiatives (e-dailogues, extension lectures) on chosen themes to inculcate a sense of responsibility among its students towards the development of a peaceful and just nation.
- 4. Material and content development for practicum and school internship on the basis of constructivist pedagogy in line NCF 2005 and NCFTE 2019:** The institution has come out with detailed lesson plan handbooks (3 different and refined editions in 2017, 2019, 2021), microteaching handbooks, setting criteria of assessment for deferent components.
- 5. 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.
- 6. 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.
- 7. Centre for differently-abled:** The centre for Specially-abled was established in 2021.

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

NAAC

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1 Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

##### Response:

A green campus is a cleaner, safer and healthier place to live and work and also a place where environment 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.

The following are the Energy saving initiatives taken up by the Institution.

- 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 solar energy system installed, however to make campus fully energy saved, the college has written to the higher education for installation of alternate, eco-friendly solar energy system in the campus.
- The College has adequate green coverage of Chinar trees in the campus, which makes weather moderate locally in the college especially during summer season and thereby, reduces the usage of Air Conditioners and Electric Fans.
- e-waste is usually collected and disposed off by the Srinagar Municipality Corporation.

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

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

#### Response:

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

**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. The waste from canteen, Staffroom & other places is disposed appropriately. The office is slowly yet surely shifting to paper less office management, as such the consumption & production of paper waste has been considerably reduced. The campus is a No Polythene zone & prohibits single use plastic bottles. Transport arrangements are made for solid waste management through Srinagar Municipal Corporation. 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 motto of reduce, reuse and recycle is ensured. The initiative under National mission on "Clean and Green Environment" followed by Swatch Bharat Abhiyan, Plastic ban, etc. are organised time to time. Furthermore, drives & awareness programmes are conducted in the campus & beyond.

**Liquid waste management:** Practical labs like Bioscience, 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. Faucets, water pipelines and drainage are maintained from time to time. The waste water is disposed properly in the drainage system prepared separately. Portable drinking water facility is available in all the blocks of the campus through proper monitoring. Proper drainage system is arranged for all the buildings of the campus.

**E-waste management:** Awareness programs are initiated on e-waste management to sensitize the students & 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. All electrical waste such as tube lights, bulbs, old switches and wires are stored separately with proper house keeping.

Awareness programmes about all waste management practices are regularly conducted in the campus for the benefit of students and staff to promote eco-friendly environment.

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

### 7.1.3 Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

**Response:** C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

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

### 7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a



## **pollution free healthy environment**

### **Response:**

**Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment through the following:**

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. The college restricts use of plastic bags in the campus. 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. College is 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 now completely digitized.
5. The college has digitized the student attendance system for Pre-service and Inservice Teacher Trainees.
6. 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.
7. The college campus, although quite small, is dotted with majestic chinar trees and plants that make the environment carbon dioxide free. plantation programmes are taken up from time to time to increase the green cover in the campus.
8. Eco- Park and botanical garden have been established in the college that adds to aesthetics on the one hand and on the other hand increase the greenery in the institution.
9. Plantation drives are conducted every year to enrich green cover in the college campus.
10. Cleanliness/Sanitation drives are conducted round the year to keep the campus neat & clean.
11. Awareness programmes are conducted from time to time in the campus to promote maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

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

**7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants**

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

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

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

**Response:** 0.12

**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0.328	0.023	0.051	1.370	0

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

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

#### Response:

**Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges through the following:**

**1. Women Empowerment:** The institution, through its initiatives, leverages local environment by sensitizing, highlighting and bringing to light various concerns of the environment and community. In this direction, the College Women's Studies Centre has conducted programs and workshops highlighting issues concerning the local women. This has not only been confined to highlighting issues of concern but handholding and helping the women in the community to become more independent and self-reliant. The college has done it by way of making pencil sketch that would serve each month to highlight the issues and raise sensitivity among its own students. These pencil sketches, drawn by the college artist, Mr. Muneer Ahmad, have served greatly in sensitizing the teacher students. The college has created a gallery of all these sketches saving them for posterity.

**2. Ecology:** The other area of concern is ecological. Kashmir is a heaven not just in terms of its physical beauty but it is endowed with a host of water bodies and adequate green cover. The institution has been live to its ecological responsibility by conducting awareness programs and undertaking activities concerning our fragile ecology such as No-Polythene drive, cleanliness (Swachta) drives, plantation drives, programs on climate change, subject tours etc.

**3. Peace Initiatives:** The college has also taken peace initiatives by establishing Gandhi & Peace Studies Centre (GPSC) in its campus. Many programs and activities have been conducted to promote peace and non-violence in the conflict torn valley. The College has written to UNESCO peace network for partnering with peace initiatives and programs.

**4. Community Service:** The College under Unnat Bharat Abhiyan and NSS is working with local community to help the population. In this regard the College has adopted 05 villages on the outskirts of district Srinagar where village surveys have been conducted. Community services also forms apart of school internship programme. The College has also adopted Chinar Bagh, the place inhabited by economically weaker sections. Door to Door suveys were conducted to ascertain the needs and requirements of the households. COVID mitigation initiatives, winter gear, & general health awareness was also taken up in the said area. In addition to this the survey also brought to the light the skill defeciencies in the community for which initiatives are being planned. The institution is live to not only the

needs of the community but the special schools & orphanages as well. In this regard, the college has adopted an orphanage namely/ **Al-Mausmmeen, from Zadibal locality of srinagar city**. The college takes up multiple initiatives around the year for the inhabitants of the orphanage.

**5. School adoption and innovation:** The college has worked closely with the schools engaging in pedagogic deployment and experimentation. In addition to helping schools improve learning levels by deploying innovative pedagogies, the college innovation cell has developed its own lesson plan namely 4C lesson plan for the local schools keeping in view the context and the location.

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

**7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways**

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

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

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

## 7.2 Best Practices

**7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)**

**Response:**

The intuition has been performing in all its thrust areas be it curricular or co-curricular. From time to time, the college initiated some programmes and implemented them in letter and spirit. Some programs evolved into best practises of the institution. The following two practices, at present time, are our best practices:

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. Therefore, school engagement programmes are conducted in all the three regions. Once the school engagement spread all across the districts, the college deputed coordinators to all districts to guide the trainees in translating theory into practice. The program became quite successful, result oriented and economical for the students. This, oftentimes, required for the college to have its faculty stationed in the remote districts so that the trainees have their guides available all the time in their schools. The resilience of the college to keep with this practice is accentuated by the fact that the UT, since past 30 years, has been steeped in a lot of political conflict and violence, and to have the faculty reach out to the farthest corners, the institution has had a tough time sticking to the practice. In all these circumstances, the college has continued this practice until this day, and we are very enthused to keep this practice going. This practice, going on since more than two decades, is one of the best practices of our 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 from the session 2019. The introduction of new programs in addition to bringing changes in erstwhile courses in light of NCFTE-09 hurled 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, assessment criteria manual and materials to guide our own students and other institutions of teacher education. After extensive deliberations in the form of workshops the college came out with pedagogy handbooks for subject and language marking a shift from behaviourism to constructivism. The college is the first teacher education institution of the UT having introduced constructivist handbooks for its student teachers in particular, and for SIEs and DIETs in general. The opportune and the significant initiative of the college in developing pedagogic materials has been well received by equally by student teachers and other stakeholders. Owing to its significance at present we see this as one of the best practices of our college.

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

## 7.3 Institutional Distinctiveness

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

**thrust**

**Response:**

**Proactive approach in introduction of new courses and constructivist materials:**

The college has been always striving to reach newer milestones in light of its stated mission and vision. In light of the institutional performance and proactive approach across various quality indicators, the NAAC peer team, both in 2004 and 2012 recommended the college for the autonomous status. In 2016, in recognition to its distinctive service in teacher education the college was upgraded to **Institute of Advanced Studies in Education**. Furthermore, in 2017 our institution became the **constituent college** under Cluster University, Srinagar which brought greater academic autonomy. The College lost no time to use this academic autonomy to undertake a total 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 to the significant extent. Not only this, the college was among the first teacher education institutions of the UT to start **Integrated B.Ed. -M.Ed. programme**. The institution, to harness the greater expertise, collaborated with **TISS Mumbai** for developing 3-year integrated B.Ed. M.Ed. program. In light of NEP-2020, the proposal for introducing **4 year B.Sc. B.Ed., B.A. B.Ed. and UG Honors** has been put up in 2021-22 with the cluster university. **Proposal for Ph.D in Education, PG in ECCE & MSc in Counselling & Family Therapy have been sent to Cluster University Srinagar.**

The College, showing its proactivity, conducted **training programs** in addition to teacher education courses for the teachers of school education department until 2018. These programs comprised of outreach programs, in-house trainings and workshops on curriculum, pedagogy and assessment. The programs were conducted under MHRD teacher education scheme (TES). The college closely worked with school education department to organise all such training programs. All these trainings and workshops were conducted after identifying the needs and requirements in the schools. A host of programs were conducted for DIETs and SIE.

Since the closure of this scheme (MHRD), the college shifted its focus to develop the teaching learning materials according to the new recommendations of **pedagogy in NCF-2005 & NCFTE-09**. Before the preparation of the material and handbooks for students, teachers in schools, DIETs and SIE felt urgent need for a repository that could help teachers and teacher educators alike. In this respect, the college came out with **lesson planning handbook, microteaching manual and internship guide** which serve as important references guide books for teachers in DIETs, Teacher Education Institutes and schools. This also bridges the gap between the theory and practice-an important element in implementing the pedagogic reforms in teacher education institutes and 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)in 2020-21**. Many other colleges function as Spoke Colleges in research and ECCE under the guidance of our institution.

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

NAAC

## 5. CONCLUSION

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### Additional Information :

The institution has kept its tempo on and has stayed focussed towards achieving its goals and targets, despite disruptions. After being hit by 2014 floods that ravaged the whole resource and infrastructure particularly the library of the institution, (which housed more than 60,000 books with a good number of rare titles) the staff of the college made swift efforts to salvage and restore the institution back to normalcy and introduced two more programmes i.e, M.A. Education in 2017 & IG (B.Ed-M.Ed) in 2019. Though the intermittent disruptions due to COVID-19 has suppressed the pace of development, yet we have been successful to the large extent towards this process of restoration as well as enhancement. This is because of the fact that the institution kept moving and progressing despite odds. The institution has made significant progress in the areas of curriculum revision, research and pedagogic renewal besides quickly adjusting to the emerging ICT driven teaching-learning.

### Concluding Remarks :

The College has been rated twice, in 2004 and 2012, as grade 'A' institution by NAAC with CGPA of 3.52 in the last re-accreditation. The track record of the institution in teacher education has been luminous from the very beginning when the institution was established before independence as teacher training school. In the first two decades after independence the institution was renamed as teacher training college and later as Govt. College of Education. Many luminaries like Pt. Jawahar Lal Nehru, Zakhir Hussain, V.V. Giri, Maulana Ab. Kalam Azad & Tyndale Biscoe have visited the college. The College, consequently, developed by leaps and bounds ever since. In 2016 the institution was upgraded to IASE status by Ministry of Education, Government of India-the only institution of such kind in the entire UT. The institution has taken great strides and responsibilities despite facing certain administrative constraints and impediments that interrupt the smooth functioning of the institution. The Institution has got good amount of autonomy since our last accreditation, as rightly and strongly recommended by NAAC 2012 peer team.



**The Institute was made a constituent college with good amount of freedom to renew and revise curricula and pedagogy, the institution requires further support from all quarters if it is to maintain its march to greater excellence. It requires greater resources in terms of infrastructure, right mix of personnel and allied paraphernalia to live up to the expectations emerging from IASE designation and NEP-2020 recommendations. The college needs encouragement and support from all quarters to scale newer heights in the field of teacher education.**

NAAC

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p><b>Average Number of Value-added courses offered during the last five years</b></p> <p><b>1.2.2.1. Number of Value – added courses offered during the last five years</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>06</td> <td>05</td> <td>04</td> <td>08</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>06</td> <td>05</td> <td>04</td> <td>08</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	06	06	05	04	08	2020-21	2019-20	2018-19	2017-18	2016-17	00	06	05	04	08
2020-21	2019-20	2018-19	2017-18	2016-17																	
06	06	05	04	08																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
00	06	05	04	08																	
1.2.5	<p><b>Percentage of students who have completed self-study courses ( online /offline, beyond the curriculum) during the last five years</b></p> <p><b>1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years</b> Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>180</td> <td>0</td> <td>0</td> <td>271</td> <td>34</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>0</td> <td>180</td> <td>271</td> <td>34</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	180	0	0	271	34	2020-21	2019-20	2018-19	2017-18	2016-17	00	0	180	271	34
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### 2.Extended Profile Deviations

Extended Profile Deviations
No Deviations