



Cluster University Srinagar
(Established under J&K State Cluster University Act, 2016)



GOVT. COLLEGE OF EDUCATION (IASE) SRINAGAR

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

Nurturing Future Educators

IDP

INSTITUTIONAL
DEVELOPMENT PLAN

2026 – 2031

















EXCELLENCE IN
TEACHER EDUCATION


INNOVATE
INSPIRE


EMPOWER
EDUCATE


ENGAGE
TRANSFORM

➔ *Building a Better Tomorrow through Quality Education* ←

CONTENTS	Page No.'s
 VISION MISSION & CORE VALUES	(3-4)
 INTRODUCTION AND RATIONALE	(4-6)
 SWOC ANALYSIS	(7-11)
 STRATEGIC DEVELOPMENT GOALS 2026-31	(12-15)
 MULTIDISCIPLINARY EDUCATION	(15-16)
 HOLISTIC EDUCATION	(16-17)
 RESEARCH & FACULTY DEVELOPMENT	(17-20)
 INNOVATION & ACTION RESEARCH	(20-28)
 INTERNSHIP & FIELD ENGAGEMENT	(29-34)
 STUDENTS SUPPORT, PLACEMENT & WELL BEING	(34-36)
 INFRASTRUCTURAL GROWTH	(36-42)
 COMMUNITY ENGAGEMENT AND SOCIAL RESPONSIBILITY	(42-43)
 GOVERNANCE LEADERSHIP & QUALITY ASSURANCE	(43-46)
 MONITORING, EVALUATION AND CONTINUOUS IMPROVEMENT	(46-48)
 FUTURE ASPIRATIONS	(48-49)

INSTITUTIONAL DEVELOPMENT PLAN

VISION:

To be a centre of excellence in Teacher Education with a multidisciplinary focus, shaping reflective, future-ready educators to transform education and society.

MISSION

The institute envisions itself as a living laboratory of educational transformation where teaching, research, technology and community engagement converge.

In pursuit of this vision, the Institute is committed to the following mission:

1. **Aligning teacher education with the 5+3+3+4 curricular and pedagogical structure**, with a strong focus on preparing educators for the **Secondary stages**, thereby strengthening the continuum of school education.
2. **Preparing teachers who are capable of transforming** their school and the community through their teaching and reflective action.
3. **Providing integrated, multidisciplinary, and flexible learning pathways** that empower learners to design and pursue personalized educational trajectories aligned with their interests, abilities, and societal needs.
4. **Embedding innovative pedagogy, technology-enabled and AI-integrated pedagogies** to prepare educators for dynamic, digital, and future-ready learning environments.
5. **Promoting competency-based, experiential, and skill-oriented education** that meaningfully connects learning with real-life contexts and livelihood opportunities.
6. Creating **immersive and system driven internships** across the programs deploying AI and technology systems to mentor learners and monitor the outcomes.
7. Developing pedagogy and curriculum handbooks as guides to the stakeholders in light of **NCFSE-23, NCTE and NEP-2020**.
8. **Fostering a strong culture of research, innovation, and critical inquiry** through dedicated research ecosystems, bringing problems of schools, the school system and the community for research-based solutions, addressing local, regional, and global educational challenges.
9. Developing **innovative models in curriculum, pedagogy and assessment** for teacher education and school education.
10. **Strengthening community engagement and social responsibility** through field-based learning, outreach initiatives, and school-community partnerships.
11. **Developing reflective practitioners and ethical leaders** grounded in values of inclusion, equity, sustainability, and peace.
12. **Enabling lifelong learning and adaptability** through flexible academic structures, interdisciplinary exposure, and continuous professional development.

TRANSFORMATIVE CORE VALUES

- **Competence:** Professional excellence and continuous growth
- **Critical Consciousness: Reflection, inquiry, and transformative thinking**
- **Compassion & Inclusion: Equity, dignity, and respect for diversity**
- **Creativity & Innovation: Original thinking and problem-solving**
- **Computational Thinking & Technological Responsibility: Ethical and effective use of technology, including AI**
- **Community Connectedness: Engagement with society and local contexts**
- **Career & Livelihood Orientation: Skills, entrepreneurship, and real-world readiness**

INTRODUCTION AND RATIONALE

HISTORICAL LEGACY:

This premier and historic institution situated in the heart of the city started working with a humble beginning as a Teacher Training School established in 1937, promoted to Teachers Training College in 1948. The Institute was designated as Govt. College of Education in 1968. The team from MHRD visited the college in April, 2013 and gave recommendation for up gradation of the college to IASE. The Higher Education Department, Govt. of J&K issued orders for up gradation in August 2016 vide Govt. Order No: HE/UP-GRAD/COES/CSS2013/78 Dated: 04/03/2016 wherein the college was upgraded to INSTITUTE OF ADVANCED STUDIES IN EDUCATION (IASE). In 2016 there was a change in the affiliating University, the college is presently constituent college of Cluster University Srinagar, and designated as "School of Education". Being accredited by NAAC in 2004 with Grade 'A' and then Re-accredited in March 2012 with Grade-A (CGPA 3.52 on a four-point scale), Re-accredited in September, 2022 for the 3rd cycle and obtained CGPA of 3.24, all the times it was rated by NAAC as High Performing Institution and the peer team placed on record great appreciation and recommendation for an autonomous status. The institution has institutional memberships with APQN (ASIA PACIFIC QUALITY NETWORK) since 2011 and INDIAN ASSOCIATION OF TEACHER EDUCATORS since 2016. The institution is the lead Teachers Training College being the only one in the valley and working hard to achieve its vision "Excellence in Teacher Education".

The Teacher Education Programmes have NCTE recognition and follow the curriculum offered by Cluster University Srinagar. However the PG courses both M.Ed & M.A. Education follow Choice Based Credit System (CBCS) pattern. The institution provides students an opportunity to choose among any one Certificate Courses which are add-on courses.

To align its programme in tune with NEP 2020, the college already applied to NCTE for granting recognition/permission to introduce ITEP, 4 Year BSc-B.Ed/ B.A-B.Ed from 2025 onwards. To shift

from standalone Teacher Training Institution to a Multidisciplinary Institution, the College from 2022 has started 4-year B.A. Honours in Education as a Major and Minor in Psychology, Geography, History and English. The Institution will start 2024-25 PG Diploma in ECCE of 40 credits. From this academic session the college will launch the Innovative Design Your Degree Programme which offers flexibility to the students to tailor their own degree. Students will get an opportunity to chisel their skills and prepare them for being entrepreneur and creative thinkers.

The institution has linkage with DSEK, SIE DIET, NIELIT, SKUAST-K, University of Kashmir, Govt. College of Education, Jammu, Agriculture Department, Colleges of Kashmir Division. The institution has a UGC Sponsored Women's Studies Centre established since 2006. The WSC carries out teaching, training and research projects. The college has a number of annual publications, Journal – INQUIRY (ISSN No: 0974-8997), Magazine- Shame-Ferozan, IQAC- Newsletter, Research Compendium, Internship Manual, Microteaching Handbook and Lesson Plan Hand-Book. The college has a well-established Research Hub, Gymnasium, Computer Lab, Browsing Centre, fully automated Library, Auditorium, Multipurpose Hall and an upcoming Lab Block.

INSTITUTIONAL PROFILE & BASIC DETAILS

Name of Institution: GOVT. COLLEGE OF EDUCATION (IASE) SRINAGAR

Affiliating University: CLUSTER UNIVERSITY, SRINAGAR

Academic Year: 2026-27

Location: M.A. ROAD, SRINAGAR, JAMMU AND KASHMIR- India

ACADEMIC PROGRAMMES

The institute offers a variety of undergraduate and postgraduate courses focused on pedagogy and educational research:

Programme Level	Courses Offered
Undergraduate	B.Ed (2 years), UG Honours in Education (4 years)
Postgraduate	M.Ed, M.A. Education
Integrated	Integrated B.Ed-M.Ed (3 years)
Integrated (ITEP)	4-Year ITEP (B.A.-B.Ed and B.Sc.-B.Ed)

IQAC

The **Internal Quality Assurance Cell (IQAC)** at IASE Srinagar is the primary body responsible for maintaining and enhancing the quality of education and administrative processes within the institution. It acts as a bridge between the college and accrediting bodies like **NAAC**, ensuring that the institute adheres to global standards of pedagogy and research.

KEY OBJECTIVES & FUNCTIONS

- **Quality Benchmarking:** Developing and applying quality parameters for academic and administrative activities.
- **Feedback Management:** Systematically collecting and analysing feedback from students, parents, and alumni to drive institutional improvements.
- **Professional Development:** Organizing workshops, faculty development programmes (FDPs), and national seminars (e.g., on **NEP 2020**) to keep staff updated on modern teaching methods.
- **Process Documentation:** Preparing the **Annual Quality Assurance Report (AQAR)** and maintaining the institutional database for continuous monitoring.
- **Resource Monitoring:** Ensuring infrastructure like the fully automated library and ICT-enabled classrooms are effectively utilized.

CURRENT IQAC COMPOSITION

The cell is composed of senior faculty, administrative officers, and external stakeholders:

- **Chairperson:** Prof. (Dr.) Seema Naaz (Principal)
- **Coordinator:** Dr. Mohd Yasin Pir
- **Co-coordinator:** Dr. Showkeen Bilal
- **Member Secretary: Prof. Aijaz Ahmad Dar**
- **Key Members:** Include senior professors like Dr. Tawheeda Rasool, Prof. Lateef Ahmad Shah, Prof. A.G. Kumar, Prof. Syed Shabana Shabir, Prof. Feroz Ahmad Wani, Prof. Yunis Basit Sofi, Mr. Fazl Illahi along with technical assistants and alumni representatives.

RECENT INITIATIVES & ACHIEVEMENTS

- **NAAC Accreditation:** Successfully achieved a **Grade 'A'** with a CGPA of 3.24 in the 3rd cycle (2022).
- **Alignment of Teacher Education with NEP 2020-** Introduction and recognition of the ITEP-B.A.-B.Ed. and B.Sc.-B.Ed. programmes — by the National Council for Teacher Education in accordance with the provisions of the NEP-2020.
- **New Academic Programmes:** Launch of the Postgraduate Diploma in Early Childhood Care and Education (ECCE) and initiation of the Ph.D. in Education from the academic session 2026–27.
- **Special Projects:** Organized national workshops on Research Methodology in Education, Pedagogy, and Gender Auditing; implemented innovative internship practicum models for B.Ed. students.
- **Curricular Reform:** Facilitated the introduction of Design Your Degree programmes and the incorporation of research components in the 8th semester of the FYUGP and the 4th semester of postgraduate programmes, as envisioned under the NEP-2020.
- **Digital Adoption:** Implemented **RFID-based library automation** and training for non-teaching staff on digital tools.

SWOC ANALYSIS

The SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis provides a comprehensive understanding of the institutional capabilities of Govt. College of Education / IASE, Srinagar. It serves as a strategic tool for planning academic excellence, strengthening research, Community outreach and enhancing the quality of teacher education in alignment with the objectives of NEP 2020.

A. Strengths:

1. Experienced and Qualified Faculty

The institution is endowed with a highly qualified, experienced, and professionally competent faculty committed to academic excellence and research advancement.

- Faculty members actively engage in teaching, research, supervision, and academic mentoring.
- Many possess expertise in curriculum design, teacher education, and interdisciplinary research.
- Regular participation in seminars, workshops, conferences, Community outreach and faculty development programmes enhances professional competence and institutional visibility.
- The faculty possesses the requisite qualifications and competencies in accordance with the norms and standards prescribed by the NCTE.

This strong human resource base forms the backbone of institutional growth and academic distinction.

2. Strong Academic Culture

The institution nurtures a dynamic and intellectually stimulating academic environment that promotes inquiry, innovation, and reflective practices.

- The institution emphasizes learner-centered pedagogy, critical thinking, collaborative learning, and experiential approaches to teaching and learning.
- Action research and reflective teaching practices are integrated into classroom instruction and teacher education programmes to strengthen professional competencies and problem-solving skills among prospective teachers.
- The college regularly organizes seminars, workshops, conferences, guest lectures, panel discussions, and academic interactions to enhance scholarly engagement and professional development.
- Students are actively encouraged to participate in internships, co-curricular and extension activities, community outreach programmes, and educational field engagements for their holistic development.
- A structured and robust mentoring system is operational in the institution to provide academic guidance, personal support, and career counseling to students.

Such a culture ensures the holistic development of learners and aligns with contemporary educational paradigms.

3. Active Staff Council, Student Council and IQAC

The institution benefits from effective governance through an active Staff Council and Internal Quality Assurance Cell (IQAC).

- The Internal Quality Assurance Cell (IQAC) ensures continuous monitoring, assessment, and enhancement of academic and administrative quality within the institution.
- Structured feedback mechanisms, academic reviews, and periodic internal audits are conducted regularly to maintain quality standards and institutional effectiveness.
- The Staff Council promotes participatory governance, collaborative decision-making, and decentralized institutional planning.
- The institution adopts quality benchmarks, best practices, innovative initiatives, and outcome-based approaches in teaching-learning and institutional functioning.
- The Student Council actively contributes to academic, cultural, co-curricular, extension, and community engagement activities, thereby fostering leadership qualities and student participation in institutional development.

These mechanisms strengthen transparency, accountability, and continuous quality improvement.

4. Strategic Location

The institution is situated in the heart of Srinagar at Lal Chowk, the summer capital of Jammu and Kashmir.

- The institution is centrally located, providing easy accessibility to students, faculty, and stakeholders from different parts of the region.
- The campus is situated within convenient distance from the airport and railway station, facilitating connectivity and mobility.
- The college is well connected through an efficient public transport network, ensuring smooth and reliable transportation for students and staff.
- Its urban location provides access to various educational, administrative, cultural, and community resources, thereby enriching academic and professional engagement opportunities.

The strategic location of the institution significantly contributes to its accessibility, outreach, and overall academic functioning.

B. Weaknesses

1. Limited Funded Research Projects

Despite its strong academic foundation and research potential, Government College of Education Srinagar has a comparatively limited number of externally funded research projects.

- Faculty members require greater exposure to competitive research funding mechanisms,

project development, and grant-writing practices.

- Research activities are often carried out with limited institutional or internal resources.
- Collaboration with national and international funding agencies, research organizations, and interdisciplinary networks remains limited.
- The institution requires enhanced research infrastructure, dedicated project support systems, and stronger industry-academia linkages to promote high-quality funded research.

Addressing these challenges is essential for enhancing research productivity, institutional visibility, innovation, and academic excellence.

2. Inadequate Implementation of IASE Provisions

Although the institution was upgraded as an Institute of Advanced Studies in Education (IASE), certain key provisions envisaged under the IASE framework have not been fully implemented.

- The institution continues to face challenges in the creation and filling of Professor and other senior academic positions envisaged under the IASE scheme.
- Shortage of sanctioned faculty positions affects advanced research activities, academic leadership, and expansion of specialized programmes.
- Certain infrastructural and academic components proposed under the IASE framework require further strengthening for effective implementation.
- Limited administrative and financial support has constrained the institution from fully realizing the objectives envisioned under the IASE model.

Strengthening these provisions is necessary to enhance the institution's role as a premier centre for teacher education, research, innovation, and academic leadership in the region.

3. Lack of Hostel Facilities

- The college attracts students from across Kashmir, including remote and rural areas, making daily commuting difficult and time-consuming.
- In the absence of hostel facilities, students are forced to seek private accommodation, which is often expensive and lacks a proper academic environment.
- Students from economically weaker sections face financial strain due to additional expenses on rent, food, and transport.
- Lack of nearby accommodation affects regular attendance and limits access to library, laboratory, and co-curricular activities.
- The issue is more serious for female students, as safety and supervision concerns may discourage their enrollment and continuation.
- A hostel would provide a safe, disciplined, and academically supportive environment for students.
- Establishing hostel facilities is essential to ensure equal access to education and to enhance the overall growth and appeal of the institution.

C. Opportunities:

1. Deemed to Be University from IASE

The Institution of Advanced Studies in Education (IASE) has the academic and infrastructural capacity to be considered for the status of a *Deemed to Be University*.

- The institution offers a wide range of academic programmes in teacher education and allied disciplines, addressing diverse educational needs.
- It possesses well-developed infrastructure, including properly equipped classrooms, laboratories, libraries, and research facilities that support effective teaching and learning.
- The institution is supported by qualified, experienced, and competent faculty members who contribute significantly to academic excellence.
- IASE is actively running doctoral (Ph.D.) programmes, promoting advanced research and scholarly work in the field of education.
- The institution has demonstrated consistent academic performance and growing research output over the years.
- With its strong academic foundation and commitment to quality education, IASE has the potential to be upgraded to the status of a *Deemed to Be University*.

2. Expansion of Digital Learning and Technology Integration

The growing emphasis on digital education and technology-enabled learning presents significant opportunities for academic modernization, innovation, and institutional outreach.

- The institution has considerable scope for strengthening the adoption of Learning Management Systems (LMS), and online teaching-learning platforms.
- Opportunities exist for the development of e-content, MOOCs, digital repositories, virtual learning resources, and technology-supported pedagogical practices.
- The promotion of blended and hybrid learning models can enhance accessibility, flexibility, and learner engagement in teacher education programmes.
- Integration with national and global academic networks can facilitate collaborative learning, faculty exchange, research partnerships, and access to contemporary educational resources.
- Recognition and expansion of additional programme units under regulatory frameworks provide opportunities for academic diversification and institutional growth.

These developments provide a strong opportunity for the institution to enhance teaching effectiveness, research productivity, academic outreach, and overall institutional competitiveness in the evolving landscape of higher education.

D. Challenges:

1. Frequent Transfer of Faculty Members

Frequent transfer of faculty members by the Higher Education Department Jammu and Kashmir affects academic continuity, research activities, mentoring, and institutional development. Teacher

education institutions require specialized and professionally trained faculty, and their staffing requirements are significantly different from those of general degree colleges. Frequent transfers create difficulties in maintaining continuity in teacher training programmes, practicum supervision, curriculum implementation, and research guidance.

2. Funding Constraints

Limited financial resources pose challenges to research advancement and faculty professional development in Government College of Education Srinagar.

- Limited funding affects the organization of faculty development programmes, research projects, seminars, workshops, and innovation-driven academic initiatives.
- The institution has limited access to externally funded research projects, collaborative grants, and developmental schemes.
- Insufficient financial support restricts research productivity, academic collaborations, and professional growth opportunities for faculty members.

Addressing these constraints requires strategic resource mobilization, stronger institutional collaborations, and increased participation in externally funded research and faculty development programmes

3. Rapid Changes in Teacher Education Norms

The evolving landscape of teacher education, particularly under the National Education Policy 2020, presents continuous academic and administrative challenges.

- Frequent revisions in curriculum frameworks, pedagogical approaches, and regulatory guidelines require continuous institutional adaptation and academic restructuring.
- There is a continuous need for faculty upskilling, digital competency enhancement, and professional development to meet emerging educational demands.
- Aligning institutional practices with evolving national standards, accreditation requirements, and global trends in teacher education remains a persistent challenge.
- Implementation of multidisciplinary approaches, competency-based education, experiential learning, and technology-enabled teaching requires sustained planning and infrastructural readiness.

These challenges necessitate adaptability, proactive institutional planning, continuous quality enhancement, and sustained capacity-building efforts to maintain academic relevance and excellence

STRATEGIC DEVELOPMENT GOALS 2026-31

GOAL 1: NEP-Aligned Transformation of Teacher Education

Objective: To align teacher education programmes with the vision of the National Education Policy 2020 and the frameworks of the National Council for Teacher Education by developing an integrated, multidisciplinary, and practice-oriented teacher education ecosystem.

Key Strategies:

- Transition towards integrated and multidisciplinary teacher education structures.
- Align curriculum and institutional practices with the National Professional Standards for Teachers (NPST).
- Strengthen stage-specific teacher preparation with special focus on:
 - Foundational Stage (ECCE)
 - Secondary Stage
- Promote the professional identity of teachers as reflective practitioners, innovators, and nation-builders.

GOAL 2: Curriculum Enrichment and Flexible Learning Ecosystem

Objective: To design a dynamic, interdisciplinary, and flexible curriculum aligned with 21st-century competencies and learner needs.

Key Strategies:

- Introduce multidisciplinary and choice-based curriculum frameworks.
- Promote flexible academic pathways and learner-centric educational trajectories.
- Integrate:
 - Skill education and vocational exposure
 - Indian Knowledge Systems (IKS)
 - Peace, sustainability, and value education
- Embed competency-based and outcome-oriented curriculum design across programmes.

GOAL 3: Blended and Technology-Enabled Learning Ecosystem

Objective: To institutionalize a robust blended learning ecosystem integrating digital, AI-enabled, and face-to-face pedagogies.

Key Strategies:

- Develop blended teaching-learning frameworks across all programmes.
- Integrate:
 - AI-assisted lesson planning and assessment tools
 - Learning Management Systems (LMS) for course delivery and monitoring
- Promote digital pedagogy training and ICT competency among faculty.
- Implement technology-enabled formative and summative assessment practices.

GOAL 4: Strengthening Pedagogical Practice and Microteaching Laboratories

Objective: To strengthen practice-based teacher preparation through innovative pedagogical training environments.

Key Strategies:

- Upgrade microteaching laboratories into simulation-based pedagogy laboratories.
- Incorporate:
 - Video-based teaching analysis
 - Peer and mentor feedback mechanisms
- Align pedagogical training with:
 - Competency-based teaching standards
 - Real classroom situations and contextual learning
- Develop teaching skill rubrics and performance benchmarks.

GOAL 5: Strengthening School Immersion, Internship, and Mentorship

Objective: To institutionalize structured, continuous, and meaningful school engagement experiences.

Key Strategies:

- Develop a structured and holistic mentorship framework, including:
 - Criteria-based mentorship systems
 - Team-based and technology-supported mentoring models
 - AI-enabled mentorship support systems (MentorBot initiatives)
 - Faculty, peer, and cooperating teacher mentorship mechanisms
- Ensure progressive school immersion from observation to assisted and independent teaching.
- Strengthen partnerships with demonstration schools and laboratory schools.
- Develop comprehensive internship and immersion models for Integrated Teacher Education Programmes (ITEP).

GOAL 6: Innovation in Pedagogy and Institutional Innovation Cell

Objective: To establish the institution as a centre for pedagogical innovation, action research, and educational design.

Key Strategies:

- Strengthen the Innovation and Action Research Cell for developing and scaling innovative practices.
- Further develop and institutionalize:
 - 4Cs-based lesson framework
 - Transaction plans
 - Content analysis frameworks
 - Criteria-Based Assessment (CBA) systems
 - 5Rs lesson framework
- Encourage faculty-led action research and innovation projects.
- Promote AI-supported mentoring and reflective teaching practices.
- Document, disseminate, and adapt innovative practices for ITEP programmes.

GOAL 7: Experiential Learning and Reflective Practices

Objective: To integrate experiential and reflective learning into teacher preparation programmes.

Key Strategies:

- Institutionalize:
 - Reflective and smart journals
 - Teaching portfolios
 - Case-based learning approaches
 - School transformation initiatives
 - Community engagement programmes
- Promote field-based projects and community immersion programmes.
- Align teaching-learning processes with constructivist and inquiry-based pedagogies.

GOAL 8: Technology Deployment in Teaching, Learning, and Assessment

Objective: To ensure meaningful, ethical, and effective integration of technology across academic processes.

Key Strategies:

- Implement digital and rubric-based assessment systems.
- Promote portfolio-based assessment practices.
- Utilize AI tools for personalized feedback and learning analytics.
- Train faculty and students in:
 - Digital literacy
 - AI ethics and responsible technology use
- Develop institutional e-content and digital repositories.

GOAL 9: Community Engagement and School Transformation

Objective: To strengthen the institution's role in community development and school transformation initiatives.

Key Strategies:

- Launch school-community engagement programmes.
- Promote:
 - Local problem-solving projects
 - Community-based internships and field engagement
- Support school transformation and outreach initiatives.
- Integrate service-learning and community participation into the curriculum.
- Engage alumni, local stakeholders, and community organizations in institutional initiatives.

GOAL 10: Skill, Career, and Livelihood Integration

Objective: To align teacher education with employability, entrepreneurship, skill development, and dignity of labour.

Key Strategies:

- Integrate skill-based and vocational modules within teacher education programmes.

- Promote entrepreneurial thinking and innovation in education.
- Connect educational programmes with local livelihoods and vocational exposure.
- Explore “Earn While You Learn” models wherever feasible.

GOAL 11: Research, Publication, and Knowledge Leadership

Objective: To strengthen the institution as a leading centre for educational research and knowledge generation.

Key Strategies:

- Strengthen and expand the institutional research hub.
- Promote:
 - Action research
 - Policy research, particularly in the context of Jammu and Kashmir
- Encourage:
 - Publications in reputed journals
 - Research collaborations and academic networking
 - Coordination between the Research Hub and Innovation & Action Research Cell (IARC)
- Develop research-based inputs for school education reforms and teacher education policy initiatives.

GOAL 12: Institutional Excellence, Branding, and Reputation

Objective: To enhance institutional credibility, visibility, leadership, and academic reputation.

Key Strategies:

- Position the institution as a regional hub for NEP-aligned teacher education transformation.
- Strengthen accreditation outcomes and compliance with NAAC and NCTE quality benchmarks.
- Enhance institutional documentation, best practices, and quality assurance mechanisms.
- Develop digital presence, academic outreach, and institutional branding initiatives.
- Organize conferences, workshops, seminars, and policy dialogues at regional and national levels.

MULTIDISCIPLINARY EDUCATION

- In alignment with the vision of the National Education Policy 2020, Government College of Education Srinagar promotes multidisciplinary education through flexible, integrated, and learner-centric academic programmes that enable students to explore diverse domains of knowledge and develop a broad-based academic foundation.
- The Four-Year Undergraduate Programme (FYUGP) provides multidisciplinary exposure during the initial semesters through the integration of major, minor, multidisciplinary, skill enhancement, and value-added courses, followed by focused specialization in advanced semesters.
- The Integrated Teacher Education Programme (ITEP), including B.A.-B.Ed. and B.Sc.-B.Ed., facilitates integrated learning through dual specialization in subject disciplines and education.
- Postgraduate programmes such as M.A. (Education), M.Ed., and Integrated B.Ed.-M.Ed. encourage advanced, interdisciplinary, and research-oriented learning experiences.

- The Postgraduate Diploma in Early Childhood Care and Education (ECCE) promotes specialized learning in foundational and early childhood education.
- The Ph.D. Programme in Education encourages interdisciplinary research, innovation, and scholarly engagement in emerging educational areas.
- The curriculum incorporates the Choice Based Credit System (CBCS), skill enhancement courses, value-added courses, and flexible learning pathways to promote learner autonomy and holistic development.
- Interdisciplinary projects, seminars, workshops, internships, and research activities are encouraged to facilitate integration of knowledge across disciplines.
- The institution promotes collaborative learning, academic networking, and interdisciplinary engagement to broaden students' perspectives and strengthen academic and professional competencies.
- Through these initiatives, the institution seeks to nurture critical thinking, creativity, flexibility, and holistic development among learners in accordance with contemporary educational paradigms and national educational priorities.

HOLISTIC EDUCATION

In accordance with NEP-2020 provisions, the institution adopts a holistic approach to education, focusing on the intellectual, emotional, social, ethical, and professional development of students.

1. Student Wellbeing and Support Systems

- A structured mentorship system provides continuous academic and personal guidance.
- Counselling services address psychological, academic, and career-related concerns.
- Regular health awareness programmes and stress management sessions are conducted.
- Active participation in sports, cultural activities, literary events, and NSS promotes balanced development.
- The institution ensures a safe, inclusive, and gender-sensitive campus environment.
- Functional grievance redressal mechanisms and student support services strengthen institutional support.

2. Value-Based and Ethical Education

- Integration of ethical and moral values within the curriculum.
- Promotion of environmental consciousness and sustainable practices.
- Encouragement of civic responsibility, social justice, and community engagement.
- Activities fostering cultural awareness, national integration, and respect for diversity.
- Observance of national and international days to inculcate citizenship values and global awareness.
- Development of integrity, empathy, tolerance, and cooperation among students.

3. Experiential and Participatory Learning

- School internships and teaching practice as integral components of programmes.
- Field visits, educational tours, and community-based projects for real-life exposure.
- Engagement in action research, case studies, and project-based learning.
- Organization of workshops, seminars, and skill-based training programmes.
- Promotion of collaborative and participatory learning approaches.
- Extension activities linking academic learning with societal needs.

4. Life Skills and Professional Competency Development

- Development of communication skills (oral, written, and digital).
- Enhancement of leadership, decision-making, and organizational abilities.
- Promotion of teamwork, collaboration, and interpersonal skills.
- Strengthening of critical thinking, problem-solving, and reflective practices.
- Focus on emotional intelligence, adaptability, and self-management.
- Training in digital literacy and ICT integration.
- Orientation towards professional ethics and responsibilities.

Through the effective implementation of multidisciplinary and holistic education, the institution ensures the development of well-rounded individuals who are academically competent, socially responsible, ethically grounded, and professionally prepared.

RESEARCH AND FACULTY DEVELOPMENT

Research Development

1. Introduction of Ph.D. (Education) Programme

The Government College of Education / Institute of Advanced Studies in Education (IASE) will launch the Doctor of Philosophy (Ph.D.) in Education Programme in the academic session 2026–27. This initiative marks a milestone in advancing research, academic excellence, and innovation in education. Designed in strict alignment with University Grants Commission (UGC) regulations and institutional priorities, the programme will provide a rigorous framework for doctoral scholars to pursue original, contextually relevant, and impactful research addressing pressing educational challenges.

Key Features:

- Structured coursework in research methodology, academic writing, ethics, and data analysis
- Regular monitoring through the Research Advisory Committee (RAC)
- Mandatory pre-submission seminars and external evaluation
- Emphasis on context-based research relevant to Jammu & Kashmir
- Encouragement for publication in peer-reviewed and indexed journals

This programme will position the institution as a regional hub for educational research, policy, and innovation.

2. Establishing Research in FYUGP (Four-Year Undergraduate Programme with Research)

Aligned with the National Education Policy (NEP) 2020, the institution has integrated research into the Four-Year Undergraduate Programme (FYUGP – Research Track). This transformative step ensures students become active participants in knowledge creation, cultivating inquiry, innovation, and critical scholarship.

Strategies:

- Early introduction of Research Methodology courses
- Engagement in minor and major research projects
- Mandatory final-year dissertation
- Continuous mentoring by faculty supervisors
- Promotion of inquiry-based and experiential learning

This track will nurture research aptitude, critical thinking, and problem-solving skills among undergraduates, preparing them for advanced studies and professional careers.

3. Encouragement of Faculty Publications

The Government College of Education / IASE is committed to fostering a strong publication culture among its faculty members. Recognizing that faculty research and publications are vital for academic visibility, institutional credibility, and contribution to the global knowledge base, the institution has initiated measures to actively support and encourage scholarly output. This initiative strengthens the academic ecosystem by ensuring that faculty members engage in high-quality research dissemination across diverse platforms.

Measures:

- Encouraging publications in UGC-CARE listed, Scopus-indexed, and peer-reviewed journals.
- Supporting faculty in writing books, book chapters, and policy papers.
- Organizing writing workshops and publication mentoring sessions.
- Establishing institutional research journals or newsletters.

Expected Outcomes:

- Enhanced academic visibility.
- Improved institutional ranking and credibility.
- Contribution to national and global knowledge.

4. Promotion of Funded Research Projects

The Government College of Education / IASE is committed to strengthening its research ecosystem by actively encouraging faculty members to apply for funded research projects. Recognizing that external funding is critical for resource mobilization, capacity building, and advancing innovative studies, the institution is promoting a culture where faculty actively seek grants from national and state-level agencies. This initiative not only enhances the scope and quality of research but also positions the college as a credible contributor to educational development and policy discourse.

Target Funding Agencies

Faculty members are encouraged to apply for research grants and projects from leading agencies such as:

- UGC
- ICSSR
- NCERT
- Ministry of Education and other national/state bodies

Institutional Support:

- Assistance in proposal writing and submission.
- Administrative and logistical support.
- Seed funding for pilot studies.
- Incentives for securing funded projects.

This will enhance resource mobilization and research capacity.

5. Increasing Research Output

The Government College of Education / IASE is adopting a systematic approach to enhance research productivity across all departments. Recognizing that sustained and high-quality research output is a key indicator of academic excellence, the institution is implementing structured strategies to ensure that faculty and students contribute meaningfully to the advancement of knowledge. This initiative is designed to strengthen the institution's academic profile, improve its visibility, and foster a culture of innovation and inquiry.

Strategies:

- Setting annual research targets for departments.
- Encouraging collaborative and interdisciplinary research.
- Promoting action research in schools and communities.
- Organizing conferences, seminars, and symposiums.
- Establishing an institutional repository for research outputs.

Indicators of Growth:

- Increased number of publications.
- Higher citation index and impact factor.
- More funded projects and collaborations.

Faculty Development

1. Continuous Professional Development Programmes (CPDP)

The Government College of Education / IASE places strong emphasis on continuous professional development as a cornerstone of academic excellence. Faculty members are the driving force behind teaching, research, and institutional growth, and therefore, their ongoing upskilling is essential. Through structured CPDP initiatives, the institution ensures that faculty remain updated with emerging trends, innovative pedagogies, and advanced research practices. This systematic approach strengthens both teaching effectiveness and research competence, while fostering a culture of lifelong learning.

Programmes Include:

- Orientation and refresher courses.
- Workshops on research methodology, ICT, and pedagogy.
- Training in data analysis tools (SPSS, R, NVivo, etc.).
- Seminars on emerging trends in education and NEP 2020.
- Faculty exchange and collaborative learning programmes.

Objectives:

- Enhance teaching effectiveness and research competence.
- Promote innovative pedagogical practices.
- Develop techno-pedagogical skills.

2. Incentives for Research Publications and Innovations

To motivate faculty towards excellence in teaching, research, and innovation, the Government College of Education / IASE shall introduce performance-based incentives. These mechanisms are designed to recognize and reward faculty contributions, thereby fostering a culture of creativity, productivity, and academic leadership. By linking incentives to measurable outcomes, the institution ensures that faculty remain engaged, motivated, and committed to advancing knowledge and practice in education.

Incentive Mechanisms:

- Recognition and rewards for high-impact publications.
- Financial incentives for funded projects and patents.
- Weightage in Annual Performance Appraisal (API/PBAS).
- Awards for innovative teaching and research practices.
- Support for attending national and international conferences.

Expected Impact:

- Increased motivation and engagement in research.
- Promotion of innovation and creativity.
- Strengthening of academic leadership within the institution.

The integration of Research and Faculty Development will create a robust academic ecosystem that promotes inquiry, innovation, and excellence. By strengthening doctoral programmes, embedding research at all levels, and empowering faculty through continuous development and incentives, the institution will emerge as a center of excellence in teacher education and educational research, contributing significantly to regional and national development.

INNOVATIONS AND ACTION RESEARCH

Government College of Education Srinagar / Institute of Advanced Studies in Education has undertaken a series of structured innovations and action research initiatives aimed at enhancing the quality of teaching-learning processes, strengthening teacher preparation, and improving student learning outcomes. These initiatives are grounded in reflective practice, evidence-based pedagogy, continuous feedback, and contextual classroom experiences, thereby ensuring effective and learner-centered educational practices in alignment with the vision of the National Education Policy 2020.

The major institutional innovations and action research initiatives include:

- 4C Learning Plan (4C-LP)
- Content Analysis Template (CAT)
- Criteria-Based Assessments (CBAs)
- Teacher Transaction Plan (TTP)
- MentorBot@IASE

These initiatives collectively promote critical thinking, conceptual clarity, structured lesson delivery, reflective teaching practices, and professional competence among teacher educators and student-teachers, thereby contributing significantly to institutional excellence and sustainable educational development.

1. 4C Learning Plan:

Conceptual Framework: 4C Learning Plan is a constructivist learning plan framework employing strategies across Behaviorist and Constructivist paradigms, by occupying varying positions across teaching spectrum as multiple variants, that can successfully be deployed across subjects. This framework is compliant to NEP-2020 to facilitate 21st century skills.

- **Steps of 4C:** Consider-Co-construct-consolidate-clarify. The 21st century skills can be thoroughly embedded in 4Cs lesson: Critical thinking, Creativity, Collaboration, Communication
- Used for classroom transactions during internships (Pre-practice, Actual Practice, and Post-Practice).

Significance:

- ✓ Applicable across subjects due to its 3 variants, unlike European Models like 5E, 5 Step, etc.
- ✓ Addresses time management issues.
- ✓ Flexible as per the level of learners, nature of content, and situation.

Objectives

- To operationalize constructivist pedagogy in classroom transaction during internship programmes.
- To integrate 21st century skills—critical thinking, creativity, collaboration, and communication—within lesson planning and delivery.
- To provide a structured yet flexible framework for student-teachers to design effective and learner-centered lessons.
- To enhance conceptual clarity, learner engagement, and reflective teaching practices.
- To align teaching practices with the vision of the National Education Policy 2020 by promoting competency-based learning.

Methodology

- The framework is implemented through three stages of internship: *pre-practice, practice teaching, and post-practice reflection.*
- Student-teachers design lessons based on the 4 sequential and flexible pedagogical steps:

- Consider: Activating prior knowledge, motivation, and contextual linkage
- Co-construct: Interactive knowledge building through exploration of learning resources, discussion, group work, and inquiry-based learning, etc. This is the progressive phase of knowledge construction.
- Consolidate: Consolidation/concretization/solidification of findings of students as per objectives, i.e., results to be presented by the students. This is the final phase of knowledge construction.
- Clarify (Strategic and flexible): It signifies greater scaffolding or Direct Instruction by the teacher. Clarify can be positioned at any place in 4C after Consider step, locating ZPD.
- **Variants in 4C:** 3 variants of the 4C framework are used depending on nature of content, learner level, and classroom context, I.e., **Quasi-Direct, Quasi-Exploratory, and Exploratory.**
- **Feedback:** Continuous feedback is provided by Mentor, HOI, Peer, and Self-reflection, and incorporated as part of action research cycles.
- **Data Collection:** Data is collected through classroom observations, learner responses, and assessment outcomes as per Criteria Based Assessment Rubric.

Expected Results / Outcomes

- Improved learner engagement and participation due to interactive and collaborative classroom processes.
- Enhanced conceptual understanding and retention among students.
- Development of 21st century competencies in both student-teachers and learners.
- Better lesson organization and time management during classroom transaction.
- Increased professional competence and reflective ability of student-teachers during internship.
- A scalable and adaptable teaching model applicable across subjects and levels.
- Overall improvement in teaching effectiveness and student learning outcomes.

2. Content Analysis Template:

Conceptual Framework: Content Analysis is a systematic process of breaking down a curriculum topic into its meaningful components, that is driven by the Learning outcomes in order to design structured learning experiences.

Content Analysis Template is a structured framework that offers a sequential roadmap for the teachers to formulate effective lesson plans from the chosen content.

Key stages and steps:

- **Stage 1: Content Mapping**
- Steps: Topic Selection, Content Understanding, LO Formulation, LO Arrangement, Content Breakdown, Content Review/Validation

- **Stage 2: Instructional Planning**
- Steps: TLMs, Learning Activities, and Scaffolding.
- **Stage 3: LP Formulation:**
- Steps: Select LP Design, Content Organization, Evaluation.

Significance of Content Analysis template:

- Clarifies what to teach, i.e., identifies teaching teaching points in the content.
- Ensures curriculum alignment with LOs, i.e., LOBE.
- Identifies key concepts, skills, and values in the topic.
- Ensures curriculum coherence.
- Facilitates resource selection and activity design.
- Facilitates effective and purposeful Lesson Planning.
- Ensures to apply Blooms Taxonomy in teaching.
- It is Objective driven Template as envisioned by NEP-2020.
- It is compliant to Constructivism.
- Ensures implementation of NEP-2020 in teaching.
- Applicable in all pedagogy subjects.

Objectives

- To enable teachers and student-teachers to **systematically analyze curriculum content** and derive clear teaching points.
- To ensure **alignment between content and Learning Outcomes (LOs)**, promoting Learning Outcome-Based Education (LOBE).
- To facilitate **scientific lesson planning** through structured content breakdown and instructional sequencing.
- To integrate Bloom’s Taxonomy for developing higher-order thinking skills.
- To support the implementation of competency-based education as envisioned in the National Education Policy 2020.
- To promote **constructivist and activity-based pedagogy** across subjects.

Methodology

The Content Analysis Template is implemented through **three sequential stages:**

Stage 1: Content Mapping

- Selection of topic and in-depth content understanding
- Formulation and logical arrangement of Learning Outcomes (LOs)
- Systematic content breakdown into concepts, sub-concepts, skills, and values
- Review and validation to ensure accuracy and relevance

Stage 2: Instructional Planning

- **Identification and selection of appropriate** Teaching–Learning Materials (TLMs)
- **Designing** learning activities aligned with LOs
- **Incorporation of** scaffolding strategies to support diverse learners

Stage 3: Lesson Plan (LP) Formulation

- Selection of suitable lesson plan design/framework/Variant

- Logical organization of content for classroom transaction
- Development of evaluation strategies aligned with outcomes

The process is embedded within internship programmes and supported by mentor feedback, peer review, and reflective practice, making it an action research-driven innovation.

Expected Results / Outcomes

- Enhanced clarity of teaching points and improved content delivery
- Strong alignment between curriculum, learning outcomes, pedagogy, and assessment
- Improved conceptual understanding and higher-order thinking skills among learners
- Development **of** systematic lesson planning skills among student-teachers
- Greater curriculum coherence and instructional efficiency
- Effective integration of activities, TLMs, and assessment tools
- Strengthened implementation of LO-based and competency-based education
- A replicable and scalable model applicable across pedagogy subjects.

3. Criteria-Based Assessments (CBAs)

Conceptual Framework: A structured, evidence-based evaluation framework aligned with National Education Policy 2020 that assesses interns in their teaching competency across three core domains—lesson planning, learning resources, and lesson delivery under multiple indicators—using four progressive performance levels: **Struggling, Emerging, Proficient, and Extending**. It incorporates multi-source feedback from peers, mentors, Head of Institution (HOI), and self-reflection.

Attributes

- Standards-aligned: Benchmarked to competency-based teacher education envisioned in NEP 2020.
- Holistic coverage: Integrates planning, resource utilization (including ICT), and classroom delivery.
- Multi-evaluator model: 360° assessment (peer, mentor, HOI, self) ensuring objectivity and reflection.
- Evidence-driven: Focus on observable indicators, outcomes, and actionable feedback.
- Reflective practice: Encourages self-assessment and continuous professional growth.

Significance

- Enhances teaching quality through systematic, transparent evaluation of competencies.
- Promotes reflective and autonomous educators aligned with NEP 2020 goals.
- Supports data-driven mentoring and targeted interventions for interns.
- Ensures accountability and consistency in internship assessment practices.
- Contributes to institutional excellence by embedding continuous improvement in teacher preparation.
- Shift from marks-based to Competency-based evaluation, rubric-driven assessment in internships, and supports continuous and comprehensive evaluation.

Objectives

- To evaluate key dimensions of teaching, including **lesson planning, resource utilization (including ICT), and lesson delivery**.
- To establish a **transparent, objective, and standardized system** for assessing student-

teachers during internship programmes.

- To align assessment with **Learning Outcomes and competencies**, in accordance with the National Education Policy 2020.
- To promote **reflective practice and self-assessment** among student-teachers.
- To ensure **holistic and continuous evaluation** using defined performance levels.

Methodology

- A **structured rubric** is developed with clearly defined **criteria and indicators** across three major domains:
 1. Lesson Planning
 2. Learning Resources (including ICT integration)
 3. Lesson Delivery
- Each criterion is assessed using **four performance levels: Struggling, Emerging, Proficient, and Extending**, ensuring gradation of competencies.
- The rubric is used by **mentors, peers, HIO, and self (4-Tier)** during pre-practice, practice teaching, and post-practice stages.
- Observations, feedback, and scores are systematically recorded to ensure **evidence-based evaluation**.
- Continuous feedback is provided to support **improvement and professional growth**, making it an action research-driven tool.

Expected Results / Outcomes

- Enhanced **objectivity, transparency, and consistency** in assessment practices.
- Improved **teaching competencies** of student-teachers across planning, execution, and resource use.
- Promotion of **self-reflection and continuous improvement** among learners.
- Better alignment between **teaching, learning outcomes, and assessment**.
- Development of **competency-based evaluation culture** in line with NEP-2020.
- Overall improvement in the **quality of internship and classroom practices**.

3. Teacher Transaction Plan (Across programs/courses/theory/practice):

Conceptual Framework: A holistic framework designed by a teacher for a particular course so as to achieve the defined Course Learning Outcomes (CLOs) by using appropriate Pedagogical Approaches and Assessment Tools. It is used **across programs, courses, theory, practice**, and facilitates realized of designed **POs and CLOs**.

Transaction Plan consists of:

- A) Course Planning-define CLOs and identify Resources.
- B) Deploying Diverse Pedagogy-Behaviorist, Constructivist, Liberationist, others.
- C) Deploying Appropriate Assessment Tools-CCE, Criterion Based Grading.

Significance:

- It provides direction, purpose and measurable success to teaching learning process.
- It provides a roadmap for the teachers to use innovative pedagogical approaches and evaluation reforms as envisioned in NEP-2020.
- It fosters Outcome Based Education.
- It helps to develop 21st century skills among the learners.

- It helps HEIs to score better grades in NAAC process.

Objectives

- To provide a **holistic and structured framework** for achieving defined Course Learning Outcomes (CLOs) and Programme Learning Outcomes (PLOs).
- To promote **Outcome-Based Education (OBE)** through systematic planning, diverse pedagogies, and multiple assessment integration.
- To enable teachers to adopt **diverse pedagogical approaches** suited to content, learners, and context.
- To ensure alignment between **teaching strategies, learning outcomes, and evaluation practices**.
- To operationalize the vision of the National Education Policy 2020 in both theory and practice courses.

Methodology

The Teacher Transaction Plan is implemented through three integrated components:

A) Course Planning

- Definition and articulation of **CLOs aligned with PLOs**
- Identification and organization of **learning resources and content**

B) Deployment of Diverse Pedagogy

- Use of multiple pedagogical approaches such as:
 - **Behaviorist** (reinforcement, drill, structured instruction)
 - **Constructivist** (activity-based, collaborative, inquiry based learning)
 - **Liberationist and participatory approaches** (critical dialogue, reflective engagement)
- Contextual adaptation based on **learner needs, subject nature, and classroom dynamics**

C) Deployment of Appropriate Assessment Tools

- Use of **Continuous and Comprehensive Evaluation (CCE)**
- Integration of **criteria-based assessment and grading practices**
- Alignment of assessment tools with defined **learning outcomes and competencies**

The plan is applied across **programmes, courses, and both theory and practicum components**, supported by continuous monitoring, feedback, and reflective improvement.

Expected Results / Outcomes

- Clear **direction and coherence** in teaching–learning processes
- Effective realization of **CLOs and PLOs** across programmes
- Enhanced adoption of **innovative pedagogies and assessment reforms**
- Strengthened implementation of **Outcome-Based Education and competency-based learning**

- Development of **21st century skills** among learners
- Improved **teaching effectiveness and learner achievement**
- Contribution to **institutional quality enhancement and better performance in accreditation frameworks such as NAAC**

5. MentorBot@IASE for Internship Support:

Conceptual Framework: *MentorBot@IASE* is an AI-enabled academic support system designed to provide **continuous mentoring, real-time monitoring, and resource facilitation** to student-teachers during internship programmes, particularly during off-campus practice teaching. The system also serves as a **repository of institutional resources**, including college publications, instructional materials, and curated videos, thereby strengthening self-directed learning and professional development.

Objectives

- To provide **continuous academic mentoring and support** to interns during practice teaching.
- To ensure **real-time monitoring and feedback**, even in off-campus settings.
- To facilitate **access to digital learning resources**, including publications and instructional videos.
- To promote **self-directed and reflective learning** among student-teachers.
- To integrate **technology-enabled teaching-learning practices** in line with the National Education Policy 2020.

Methodology

- Deployment of an **AI-powered chatbot platform** accessible to student-teachers during internship.
- Provision of **on-demand mentoring support**, including lesson planning guidance, pedagogical suggestions, and problem-solving assistance.
- Integration of **monitoring mechanisms** through regular check-ins, reporting, and feedback loops.
- Hosting of **digital resources** such as college publications, model lesson plans, and instructional videos.
- Use of **interaction data and feedback** for continuous refinement of mentoring practices (action research approach).

Expected Results / Outcomes

- Enhanced **continuity and quality of mentoring** during internship programmes
- Improved **teaching performance and confidence** of student-teachers
- Greater **access to academic resources and support systems**
- Strengthened **self-learning, reflection, and problem-solving abilities**

- Effective integration of **technology in teacher education**
- Improved **monitoring and accountability** in off-campus practice teaching
- Contribution to **innovative, flexible, and student-centered institutional practices**

These innovations position the college as a **progressive, research-driven, and technology-enabled institution**, committed to continuous improvement, professional excellence, and the holistic development of future educators.

Future Perspectives and Strategic Roadmap for Strengthening Institutional Innovations 2026-2031:

While the institutional innovations—*4C Learning Plan, Content Analysis Template, Criteria-Based Assessments, Teacher Transaction Plan, and MentorBot@IASE*—have significantly enhanced the quality of teaching–learning processes, certain operational and systemic challenges persist. These include issues related to **capacity building of faculty, consistency in implementation across programmes, time constraints, and continuous monitoring and evaluation mechanisms.**

To address these challenges, the institution envisions a **forward-looking strategic roadmap** focusing on the following:

- A fully integrated Internship-Innovation–Research Ecosystem, and sustained coordination between these committees.
- Empirical studies are to be developed in the existing innovations, i.e., 4Cs, CBAs, CAT, TTP, MentorBot@IASE etc.
- PG dissertations, research papers/reports/assignments are to be developed under the developed innovations, i.e., 4Cs, CBAs, CAT, TTP, MentorBot@IASE etc.
- Exploring further innovations and action research across Internship, Assessment, Curriculum, other areas.
- Upgradation of MentorBot@IASE into fully teaching assistant and mentoring system.
- Collaborations and linkages with national and international institutions to develop cutting edge research.
- Develop Lab School (IASE School) and practice the developed innovations like 4Cs, CBAs, CAT, TTP, MentorBot@IASE etc.

This future-oriented approach aims to consolidate gains, address emerging gaps, and position the institution as a **leader in innovative, outcome-based, and technology-driven education** in alignment with the vision of the National Education Policy 2020.

INTERNSHIPS & FIELD ENGAGEMENT

A. CURRENT STATUS OF INTERNSHIPS & FIELD ENGAGEMENT

1. Institutional Coverage & Program position:

Strengths

Internships operational across:

- B.Ed., M.Ed., Integrated programs (no-admissions)
- ECCE (well aligned with **Foundational Stage**)

Strong transition towards NEP-aligned structure:

- ECCE → Foundational Stage
- ITEP → Secondary Stage (emerging focus including classes XI–XII)

Areas for Strengthening

- **ITEP internships not yet fully structured** (especially for senior secondary: XI–XII)
- **IGB.Ed.M.Ed. program low enrollment** (needs strategic reconsideration)
- **FYUGP internships currently separate**

Current Strategic Position

TE internships should remain **distinct but academically coordinated** with FYUGP—not merged, but aligned through shared frameworks (skills, reflection, community engagement)

2. Criteria Manual & Academic Structuring

Strengths

- Institution has a **NAAC-appreciated Criteria Manual**
- Already embedded into:
 - B.Ed., M.Ed., Integrated programs
- ECCE internship directly embedded in syllabus

Gaps

- **ITEP lacks a structured internship framework equivalent to Criteria Manual**

3. Conduct of Internships (A Major Strength)

Highly Innovative Practices:

Team-Based Internship Model

- **Teams with leaders**
- This Embeds reinforces the following skills:
 - Collaboration
 - Leadership
 - Critical thinking

- Creativity
- Adaptability
- Accountability

Gaps: some teams show poor performance.

Technology Integration

- Designated **Techies**
- Documentation via:
 - Videos
 - Documentaries
 - Social media dissemination

Gaps: All interns do not corroborate in use of technology.

Reflective Journaling:

- Dual mode:
 - Handwritten journals
 - Smart portfolios (hyperlinked text/video evidence)

Gaps: very few smart journals submitted. Majority of Handwritten journals are poor in record, detail and presentation. Needs improvement.

Pedagogical Support in terms of handbooks:

- Subject/language **Pedagogy Handbooks**
- Microteaching handbook

Institutional Documentation

- **Internship Bulletins** (periodic)
- Strong evidence for NAAC
- Reflective journals
- FB page
- Youtube channel

4. Innovation Ecosystem in Internships

Fully Functional Innovations:

- **4Cs Constructivist Lesson design**
- **Criteria-Based Assessments (CBA)**
- **Content Analysis template.**
- **Criteria manual based internships** which give coherence to internships across programs.
- **AI-based MentorBot (conceptualized internally)**

This is **exceptional and rare among TEIs**

5. Structured Internship Phases in IASE since last 05 years driven by criteria manual:

- **Pre-Practice** : Orientation, model lesson demonstration/pre-practice lesson planning, mentorbots familiarization
- **Practice:** School/Institutional immersion
- **Post-Practice:** Reflection, review and critique

Strong alignment with **experiential learning cycle**

6. CRITICAL CHALLENGES (FOCUS AREAS)

1. Mentorship Gap

- Faculty overloaded
- Limited school visits
- Weak real-time supervision
- Poor consolidation
- CBAs in place yet weak formative and summative assessments.
- ITEP internships.

2. ITEP Internships:

- No structured model yet for:
 - Subject depth issues (Science & Humanities)
 - Pedagogical issues and intervention.
 - Mentorship challenges for 11th and 12th grades.
 - Criteria manual for this segment needs through consultation.

3. MentorBot Underutilization

- Still in early stage
- Not integrated with:
 - Student not using it currently
 - Attendance
 - Assessment
 - Analytics

4. Assessment & Portfolio Gaps

- CBA exists but:
 - Needs stronger integration.
 - Portfolios not introduced yet.

5. Attendance Tracking Issues during internship:

- No robust system
- Weak accountability

6. Mentor Deployment Inefficiency

- No optimized allocation system due to supply demand gap.

CURRENT STATUS SUMMARY

IASE has developed a highly innovative, structured, and reflective internship model, but requires strengthening in mentorship systems, ITEP-specific design, digital integration, and monitoring mechanisms to reach a fully NEP-aligned, scalable model.

B. ACTION PLAN FOR INTERNSHIPS: THE ROAD AHEAD (2026–2031)

GOAL 1: DEVELOP A COMPREHENSIVE INTERNSHIP FRAMEWORK FOR ALL PROGRAMS

- Develop **ITEP Internship Manual** (on lines of Criteria Manual)
 - Include:
 - Senior secondary pedagogy
 - Subject-specific immersion
- Harmonize internship philosophy across:
 - ECCE: Foundational
 - TE: Secondary
 - Make it Aligned with NCFSE-23 and NEP-2020 aligned.

GOAL 2: STRENGTHEN MENTORSHIP ECOSYSTEM

- Introduce **Multi-layered Mentorship Model**:
 - Faculty Mentor
 - School Mentor (cooperating teacher)
 - Peer Mentor (senior students as mentors)
- Reduce faculty load during internship period (policy decision)
- **Internship Corroboration with schools** to have the system in place in the schools.

GOAL 3: FULL-SCALE DEPLOYMENT OF AI MENTORBOT

- Upgrade MentorBot to include:
 - Deploy it during pre-practice itself and take tests.
 - Polularise it during in-school practice. (real-time guidance)
 - Attendance tracking
 - Daily reporting
 - Assessment inputs
 - Feedback analytics

GOAL 4: PORTFOLIO-BASED ASSESSMENT SYSTEM

- Develop **Standard Internship Portfolio Framework**:
 - Lesson plans
 - Reflective journals
 - Videos
 - Case studies
 - Action research
 - Best practice/projects
 - Assessment records

- Make portfolios:
 - Digital
 - Evaluated using CBA rubrics

GOAL 5: STRENGTHEN FORMATIVE ASSESSMENT

- Fully integrate **CBA into all internship stages**
- Develop:
 - Digital Rubric.
 - Digital assessment tools

GOAL 6: DIGITAL TRACKING & MONITORING SYSTEM

- Introduce mentorbot:
 - GPS / app-based attendance
 - Daily reporting dashboards on mentorbot.
 - Internship Monitoring Dashboard (IQAC-linked)

GOAL 7: EXPAND FIELD ENGAGEMENT BEYOND SCHOOLS

- Introduce:
 - **Community-based internships** (FYUGP)
 - School transformation projects leveraging PTA.

GOAL 8: INTEGRATE INTERNSHIP WITH RESEARCH & INNOVATION

- Make internships:
 - **Action research-driven:**
 - 4Cs lessons: Research validation
 - CBAs: Data for research
 - Content analysis template action research
 - Mentorbot/technology use and research
 - School transformation project research.

GOAL 9: CAPACITY BUILDING

- Train:
 - Faculty mentors
 - School mentors
- Conduct:
 - Internship orientation workshops

GOAL 10: DOCUMENTATION & DISSEMINATION

- Strengthen:
 - Internship Reports
 - Case Studies
 - Internship Bulletin

MONITORING & EVALUATION

What could be our Key performance indicators:

- % students with complete digital portfolios
- Mentor–student ratio
- % internships monitored digitally
- Use of MentorBot (engagement metrics)
- Internship satisfaction scores
- No. of action research projects
- Attendance compliance rate

REVIEW MECHANISM

- Monthly review (Internship Committee)
- Quarterly review (IQAC)
- Annual evaluation (Institution level)

Student Support, Placement & Well-Being

1. Career Guidance & Placement:

Present Status

- The institution presently has limited structured mechanisms for placement support and career tracking.
- Career guidance and counselling activities are conducted periodically for students.
- Institutional linkages with schools and educational organizations provide some exposure to employment opportunities and professional engagement.

Goals

- Develop and maintain a comprehensive database of outgoing and recruited students.
- Organize regular career guidance programmes, workshops, and training sessions on resume writing, interview skills, and professional competencies.
- Conduct campus placements, job fairs, and recruitment drives in collaboration with schools and educational institutions.
- Strengthen institutional linkages with schools, educational organizations, and potential employers.
- Establish mechanisms for systematic placement tracking and career progression monitoring.

2. Competitive Examination Support

Present Status

- Structured counselling classes for NET/SET and other competitive examinations is presently limited.
- Students have limited access to specialized mentoring, updated study materials, and digital preparation resources.

Goals

- Establish structured NET/SET counselling classes and academic support mechanisms.
- Ensure access to updated study materials, digital learning resources, and reference materials.
- Organize mock tests, mentoring sessions, doubt-clearing programmes, and performance analysis workshops.

- Conduct guest lectures and interaction sessions with subject experts and successful candidates.
- Promote research aptitude, academic writing, and higher education preparedness among students.

3. Sports & Recreation

Present Status:

- Students participate in basic sports and recreational activities within the institution.
- Structured programmes for physical fitness, recreation, and mental wellness require further strengthening.
- Yoga, meditation, and wellness-related activities are conducted periodically.

New Goals:

- Remote regular indoor and outdoor sports activities and competitions.
- Organize yoga, meditation, fitness programmes, and wellness initiatives.
- Conduct stress management and lifestyle management workshops.
- Encourage holistic physical, emotional, and mental well-being among students.
- Strengthen recreational and sports infrastructure within the institution.

4. Career Counselling

Present Status:

- General academic and career guidance is available for students.
- Personalized career counselling and mentorship mechanisms require further strengthening.
- Awareness regarding diverse career pathways, research opportunities, and scholarships remains limited among some students.

Goals:

- Provide continuous and personalized career counselling services.
- Guide students regarding higher education opportunities, research pathways, fellowships, and scholarships.
- Develop structured mentoring systems aligned with students' academic interests and career aspirations.
- Organize orientation programmes on employability, entrepreneurship, and professional development.

5. Alumni Engagement

Present Status:

- Alumni engagement mechanisms are presently informal and require institutional strengthening.
- Interaction between alumni and students occurs occasionally.
- The Alumni Association is yet to be formally registered and institutionalized.

Goals:

- Develop a strong and active alumni network and formally register the Alumni Association.
- Organize alumni interactions, guest lectures, mentoring sessions, and experience-sharing programmes.
- Engage alumni in internship support, placement initiatives, and institutional development activities.
- Incorporate alumni feedback and professional expertise for curriculum enrichment and quality improvement.
- Develop an alumni database and strengthen long-term institutional connectivity.

6. Industry–Academia Partnerships

Present Status:

- The institution collaborates with schools and educational organizations for internship and teaching practice programmes.
- Students receive exposure to real classroom environments and institutional functioning during internships.

Goals:

- Strengthen partnerships with schools, NGOs, educational institutions, and community organizations.
- Organize collaborative workshops, seminars, training programmes, and academic exchange activities.
- Promote institutional networking for internships, field engagement, research, and professional development.
- Develop sustainable partnerships supporting innovation, teacher education, and community engagement initiatives.

INFRASTRUCTURE GROWTH

Introduction:

The College of Education (IASE), Srinagar operates within a limited land area of approximately 19 kanals, most of which is already occupied by existing buildings.

Given the constraint of limited open land, the institution must adopt a strategy focused on vertical expansion, space optimization, and efficient utilization of existing infrastructure.

Existing Infrastructure Base:

The institution currently possesses a well-developed infrastructure including the Science Laboratory Block, B.Ed Block, old M.Ed Block, Library, Auditorium, Conference Hall, Sports Infrastructure, and a single-storey Canteen.

As the institution already has adequate toilet facilities, expansion efforts can be focused entirely on

academic and student support infrastructure.

Vertical Expansion Strategy:

Vertical expansion is the most viable and sustainable approach due to the lack of horizontal space within the campus.

Structural feasibility assessments should be conducted to identify buildings suitable for additional floors.

Canteen Expansion (Priority Area):

The existing single-storey canteen provides a strong opportunity for vertical expansion.

One or two additional floors can be constructed to accommodate a larger cafeteria space, student activity areas, or multipurpose halls.

The expansion should incorporate lightweight construction materials and ensure proper ventilation and natural lighting.

Academic Block Expansion:

Additional floors may be added to the B.Ed Block subject to structural feasibility.

The expanded space can be utilized for smart classrooms, faculty rooms, research spaces, and seminar rooms.

This approach will enhance academic capacity without requiring additional land.

Library Space Optimization:

Instead of physical expansion, the library should be optimized through digitization and reorganization of space.

Creation of e-learning zones and reading cubicles will improve functionality within the existing structure.

Auditorium and Conference Hall Upgradation:

No physical expansion is required for these facilities; however, internal restructuring can improve capacity and usability.

Flexible seating arrangements and better space management can enhance their utility.

Sports Infrastructure Optimization:

Due to space limitations, expansion of sports infrastructure should focus on multi-purpose usage. Existing sports areas can be adapted for multiple activities through scheduling and minimal redesign.

Space Optimization Measures:

Efficient timetabling and shared use of classrooms can reduce the need for additional construction. Multipurpose use of halls and rooms should be encouraged to maximize utilization of available space.

Creation of Studio:

The creation of a studio at the College of Education will significantly enhance the quality of teacher training programs by integrating technology with pedagogy. A well-equipped studio can facilitate the recording of demonstration lessons, micro-teaching sessions, and simulated classroom environments, enabling trainees to critically analyze their teaching practices. It also supports the development of digital teaching skills, including the use of audio-visual aids, e-content creation, and online instruction methods. Furthermore, such a facility encourages reflective learning, peer feedback, and innovation in teaching strategies, thereby preparing future teachers to meet the evolving demands of modern classrooms.

Implementation Approach:

Expansion should be carried out in phases, beginning with the canteen and followed by academic blocks.

All construction activities should comply with safety norms and structural standards.

Careful planning is required to ensure minimal disruption to academic activities during construction.

Action Plan for Sustainable Initiatives

Guiding Principle:

Given the limited land area of approximately 19 kanals, most of which is already occupied by buildings, the institution should focus on optimizing existing spaces rather than expansion.

The sustainability approach should emphasize vertical utilization (rooftops and walls), efficient resource use, and behavioral changes among stakeholders.

Low-cost, high-impact interventions should be prioritized to ensure feasibility and long-term sustainability.

Energy Sustainability:

Energy conservation can be achieved through the replacement of conventional lighting with LED systems and the installation of occupancy sensors to minimize wastage.

Promoting responsible energy usage through awareness campaigns among students and staff is essential.

The installation of rooftop solar panels can help the institution move towards renewable energy and reduce dependency on conventional power sources.

Water Management:

Efficient water use is crucial in maintaining ecological balance, especially in a fragile ecosystem like Srinagar.

Installing low-flow fixtures and repairing leakages can significantly reduce water wastage. Rainwater harvesting and greywater reuse systems should be implemented to ensure sustainable water management.

Waste Management:

A structured waste segregation system should be implemented to separate organic, recyclable, and non-recyclable waste.

Organic waste can be processed through composting, reducing landfill burden and producing manure for plants.

Reducing waste generation through paperless practices and banning single-use plastics should be encouraged.

Green Campus Initiatives:

Due to space constraints, vertical gardens and rooftop greenery should be developed to enhance the campus environment.

Planting native species that require minimal water will support biodiversity and reduce maintenance needs.

Indoor plants and green corridors can improve air quality and aesthetics within the campus.

Sustainable Mobility:

The compact nature of the campus allows for easy promotion of walking as the primary mode of movement.

Facilities for bicycles should be provided to encourage eco-friendly transportation.

Carpooling among staff and students should be promoted to reduce carbon emissions.

Sustainable Food Practices:

The canteen should promote locally sourced and seasonal food to reduce environmental impact.

Efforts should be made to minimize food wastage through awareness and efficient serving practices.

Organic waste from food can be composted and reused within the campus.

Green Procurement:

Procurement policies should prioritize environmentally friendly products such as recycled paper and energy-efficient appliances.

The use of eco-friendly cleaning materials should be encouraged to reduce chemical pollution.

Sustainable purchasing decisions can significantly reduce the institution's environmental footprint.

Education & Outreach:

As a teacher education institution, integrating sustainability into the curriculum is essential for long-term impact.

Students should be actively involved in sustainability initiatives through eco-clubs and projects.

The campus can serve as a living laboratory for demonstrating sustainable practices.

Monitoring & Governance:

A sustainability committee should be established to oversee planning and implementation.

Regular audits of energy, water, and waste should be conducted to track progress.

An annual sustainability report should be published to maintain transparency and accountability.

COLLEGE LIBRARY SCOPE OF SERVICES

The Library and Digital Learning Support provides a comprehensive range of services to cater to the academic and research needs of users:

- **Circulation Services:** Issuing and returning of books to students and staff as per library rules.
- **Reference Services:** Access to encyclopedias, dictionaries, research guides, and other reference materials.
- **Reading Room Facility:** Provision of a peaceful and well-maintained reading space for students and faculty.
- **Digital Resource Access:** Availability of e-journals, e-books, and databases through national initiatives like ONOS.
- **Online Learning Platforms:** Access to academic platforms such as Shodhganga, NDLI, e-PG Pathshala, and others.
- **Subject-wise Collection:** Organized collection of books 21000+ across disciplines like Education, Psychology, Literature, Sociology, Science, ICT, etc.
- **Current Awareness Services:** Keeping users informed about newly added books and digital resources.
- **User Support Services:** Assistance to students and faculty in locating and using library resources effectively.
- **Library 2.0 Tool:** The library use web technologies and user participation to improve library services. It focuses on making the library interactive, user-centric, and collaborative. You can follow the Instagram page [@iasesrinagar_digitallibrary](#).
- **Browsing/ Wi-Fi facility:** The library has a full-fledged browsing centre with 27 systems provided with internet connectivity to access e- books and e- journals, Video lectures etc.
- **Reprographic service:** Reference material such as books, magazine articles etc. that are not lent out are photocopied in the library if required. Moreover, on demand library offers print out service to the library users.
- **Tuck Shop Facility:** The Library provides the facility of stationary items to the students and staff of the college.

FUNCTIONING MECHANISM

- **Library Membership System:** All students are issued library cards at the time of admission, and staff members receive cards at the beginning of their service. These cards enable access to all library services.
- **Circulation System:** Students are allowed to borrow two books for 15 days. Staff members can borrow up to eight books for one month. Renewal is allowed subject to availability.
- **Digital Access Mechanism:** The library provides access to e-resources through institutional networks and secure online platforms managed by INFLIBNET and other agencies. Users can access these resources both on-campus and off-campus (where permitted).
- **Collection Development Policy:** The library continuously upgrades its collection by adding new books, journals, and digital resources to meet the academic and research requirements of students and faculty.
- **Rules and Discipline:** Strict rules are followed to maintain discipline, ensure proper use of resources, and promote a conducive learning environment. Misuse of library facilities is treated as a breach of discipline.

GOALS

The long-term goals of the college library focus on transforming it into a dynamic, inclusive, and resource-rich knowledge center:

1. **To promote a reading culture** among students.
2. **To enhance access to knowledge resources** in both print and digital formats.
3. **To modernize library services** while preserving traditional values of reading.
4. **To support teaching, learning, and research activities** effectively.
5. **To ensure efficient organization and management** of library resources.

OBJECTIVES

The objectives are specific and measurable steps to achieve the above goals:

A. Resource Development

- To expand the collection of books, journals, magazines, and reference materials.
- To include updated editions and curriculum-based resources.
- To enhance **e-books and digital archives** alongside traditional materials.
-

B. Infrastructure Improvement

- To increase the space for new collection.
- To provide proper air condition facilities.
- To separate library block from B.Ed. academic block.
- To install digital notice board.
- To install Water purifier facility in the library.
- To procure hand held vacuum cleaner for books and lockers.
- To upgrade PCs and enhance faster internet service in both Library and browsing section.

C. Library Automation

- To install separate **online public access catalogue (OPAC)** digital catalogue systems for easy searching of resources to users.

D. User Services Enhancement

- To provide SMS, E-mail and WhatsApp alerts for due dates to users.
- To conduct workshops for research skills and digital literacy training for students.
- To provide Web OPAC service and SOUL mOPAC (Mobile Application) to the users to search books online, check availability instantly and access anytime /anywhere.
- To actively engage all the course faculty members to assign books, periodicals (journals, magazines, newspapers etc) and e-resource based assignments to their students as a part of the tutorial or practical component of their courses. These assignments must be strategically designed so that every student is required to read books, periodicals and log into the e-resource portals especially ONOS, search for relevant literature and utilize print and electronic resources to complete the task successfully.

- To install Chatbot support service to users to answer their questions, guide them in catalogue searches and provide library information 24/7.
- To give some discount on stationary items of Tuck shop.

E. Capacity Building

- To train library staff in modern library practices and ICT skills.
- Encourage participation in workshops and seminars.
- To develop information literacy among users.

F. Community Engagement

- To organize reading campaigns, book exhibitions, library tours and literary events.
- To encourage participation of students and teachers in library activities

COMMUNITY ENGAGEMENT AND SOCIAL RESPONSIBILITY

1. Literacy & Teacher Training

Present Status:

- Limited outreach in literacy programs.
- Minimal involvement in teacher training initiatives.

Goals:

- Conduct literacy drives in communities.
- Train local teachers to improve pedagogy.

2. Outreach

Present Status:

- Occasional outreach activities.
- Engagement with marginalized groups.

Goals:

- Organize awareness campaigns on education, health, and social issues.
- Promote inclusive education practices.
- Strengthen engagement with disadvantaged communities.

3. Environment

Present Status:

- Basic environmental activities.
- Conduct tree plantation and green campus initiatives.

Goals:

- Encourage sustainable practices among students.

4. Civic Responsibility

Present Status:

- Participation in civic activities.
- Organize health camps, cleanliness drives, and rallies.

Goals:

- Encourage involvement in government and welfare programs.
- Promote active citizenship.

5. Collaboration

Present Status:

- Collaboration with external organizations.
- Involve students in fieldwork and social projects.

New Goals:

- Partner with NGOs, schools, and community bodies.
- Expand impact through community-based initiatives.

GOVERNANCE, LEADERSHIP & QUALITY ASSURANCE

Institutional Development Plan (IDP) Perspective

Government College of Education envisions transformative growth through a dynamic and future-oriented Institutional Development Plan (IDP) focused on academic excellence, effective governance, innovation, quality enhancement, and holistic institutional progress. Rooted in the principles of inclusiveness, accountability, sustainability, and academic leadership, the institution aims to strengthen its role as a premier teacher education institution in alignment with the National Education Policy (NEP).

✓ Governance for Strategic Institutional Development

The Institutional Development Plan emphasizes transparent, participatory, and decentralized governance for achieving long-term institutional goals. The institution promotes collaborative decision-making involving faculty, students, alumni, administrative staff, and other stakeholders to ensure inclusive growth and effective implementation of institutional policies.

Strategic Governance Priorities:

- Strengthening participatory and democratic administration
- Enhancing transparency and accountability in governance
- Promoting decentralized institutional management through committees and cells
- Ensuring efficient policy planning and implementation
- Developing sustainable academic and infrastructural growth strategies

The governance framework is designed to support innovation, responsiveness, and institutional excellence.

✓ Leadership for Academic Transformation

The leadership of the institution plays a proactive role in realizing the objectives of the IDP through strategic planning, academic monitoring, and institutional coordination. The Principal, academic heads, IQAC coordinator, and committee conveners collectively work towards building a progressive and quality-oriented academic ecosystem.

Institutional Leadership Goals:

- Promotion of learner-centric and outcome-based education
- Encouragement of innovation, research, and digital learning practices
- Strengthening faculty empowerment and leadership development
- Expansion of student support, mentoring, and counselling mechanisms
- Building an institutional culture of collaboration, professionalism, and excellence

The institution believes in shared leadership and collective responsibility for sustainable institutional development.

✓ Strengthening Institutional Structure and Participative Management

The IDP highlights the importance of a strong organizational framework for effective institutional functioning and quality enhancement. Various statutory and non-statutory bodies actively contribute towards academic administration, student welfare, governance, and institutional planning.

Functional and Developmental Bodies:

- Internal Quality Assurance Cell (IQAC)
- Examination Committee
- Admission Committee
- Research and Publication Committee
- Career Guidance and Placement Cell
- Grievance Redressal Cell
- Women Development Cell
- Anti-Ragging Committee
- NSS, Sports, and Cultural Committees

These committees function as key support systems in implementing institutional policies and developmental initiatives.

✓ Quality Assurance and Continuous Improvement

Quality assurance forms the foundation of the Institutional Development Plan. The Internal Quality Assurance Cell plays a central role in institutional planning, monitoring, evaluation, and quality sustenance.

Quality Enhancement Strategies:

- Conduct of Academic and Administrative Audits
- Student Feedback and Learning Outcome Analysis
- Promotion of ICT-enabled and blended learning practices
- Faculty Development Programmes and professional training
- Encouragement of research, innovation, and publications
- Documentation of best practices and institutional achievements
- Continuous review of curriculum delivery and academic performance

The institution remains committed to strengthening quality benchmarks in accordance with the

standards of the National Assessment and Accreditation Council and National Council for Teacher Education.

✓ **Faculty Development and Academic Capacity Building**

The IDP recognizes faculty development as a critical component of institutional growth and academic excellence. The institution continuously encourages faculty members to upgrade their professional competencies and research capabilities.

Priority Areas:

- Faculty Development Programmes (FDPs)
- Orientation and Refresher Courses
- Research Publications and Academic Projects
- Participation in Conferences, Seminars, and Workshops
- Training in Innovative Pedagogies, ICT, and Educational Technology

The institution aims to create a vibrant academic environment that promotes lifelong learning, innovation, and scholarly engagement.

✓ **Student-Centric Development and Institutional Support**

The Institutional Development Plan prioritizes holistic student development by strengthening academic support systems, professional preparedness, and student engagement.

Student Development Initiatives:

- Mentoring and Counselling Services
- Scholarship Facilitation and Financial Guidance
- Career Counselling and Placement Support
- Skill Development and Leadership Programmes
- Sports, Cultural, and Community Outreach Activities

The institution seeks to nurture socially responsible, professionally competent, and ethically grounded future educators.

✓ **Future Roadmap: Towards a Teacher Education University**

As part of its long-term Institutional Development Plan, the institution aspires to transform into a comprehensive **Teacher Education University** recognized for excellence in teaching, research, innovation, and community engagement.

Future Development Priorities:

- Expansion of Research and Doctoral Programmes
- Introduction of Interdisciplinary and Emerging Academic Courses
- Strengthening Digital Infrastructure
- Promotion of National and International Collaborations
- Advancement of Inclusive, Sustainable, and Technology-Driven Education
- Preparation of Globally Competent and Future-Ready Educators

The institution envisions establishing itself as a leading hub of teacher education that contributes meaningfully to educational reform, policy development, and nation-building.

MONITORING, EVALUATION AND CONTINUOUS IMPROVEMENT

1. Key Performance Indicators (KPIs)

Present Status:

- The institution has developed structured KPI-based monitoring and evaluation practices for assessing academic and institutional performance.
- Existing mechanisms focus on monitoring student-teacher competencies, internship performance, placement records, research output, publications, and stakeholder feedback.
- Criteria-Based Assessment (CBA) rubrics have been developed for evaluating teaching competencies, internships, and research-related activities.

Goals:

- Institutionalize a comprehensive KPI-based performance evaluation framework across academic and administrative domains.
- Conduct systematic annual performance reviews and academic audits.
- Strengthen mechanisms for tracking institutional performance, learning outcomes, internship effectiveness, research productivity, and placement outcomes.
- Promote data-driven decision-making and evidence-based institutional planning.
- Foster a culture of accountability, quality assurance, and continuous improvement.

2. Feedback Mechanism

Present Status:

- Structured feedback mechanisms are in place for students, alumni, and faculty members.
- Feedback is collected periodically regarding curriculum, teaching-learning processes, internships, and institutional functioning.

Goals:

- Strengthen multi-stakeholder feedback systems involving students, alumni, faculty, schools, and employers.
- Utilize feedback for curriculum enrichment, pedagogical improvement, and institutional planning.
- Develop digital feedback collection and analysis systems for greater transparency and efficiency.
- Promote participatory governance and continuous quality enhancement through systematic feedback integration.

3. Annual Review

Present Status:

- Formal review and monitoring processes are operational within the institution.
- Periodic reviews are conducted to assess institutional functioning and academic progress.

Goals:

- Conduct systematic annual reviews and academic audits across all departments and programmes.
- Assess institutional achievements, programme outcomes, and implementation gaps.
- Identify strengths, challenges, and areas requiring improvement.
- Develop action plans and strategic interventions based on review findings.
- Strengthen institutional accountability and quality assurance practices.

4. Documentation & Reporting

Present Status:

- The institution maintains documentation of academic, administrative, internship, research, and extension activities.
- Records of institutional programmes, outcomes, and achievements are maintained systematically.

Goals:

- Strengthen documentation and reporting mechanisms across all institutional activities.
- Maintain detailed and evidence-based records of academic programmes, research initiatives, internships, and best practices.
- Ensure timely reporting to IQAC, affiliating universities, regulatory bodies, and accreditation agencies.
- Promote digital documentation and archival systems for institutional transparency and accessibility.

5. Continuous Improvement

Present Status:

- Improvement practices are presently functional but require greater systematization and institutional integration.

Goals:

- Establish a structured and sustainable continuous improvement framework.
- Identify institutional gaps and implement corrective and preventive measures.
- Promote innovation, reflective practices, and quality enhancement across academic and administrative domains.
- Institutionalize best practices in teaching-learning, assessment, research, internships, and

- governance.
- Strengthen quality culture through regular monitoring, evaluation, and evidence-based decision-making processes.

FUTURE ASPIRATION

The Institution aspires to transform into a premier **Teacher Education University** by achieving excellence in teaching, research, innovation, and academic leadership in the field of teacher education. Guided by the vision and recommendations of the National Education Policy (NEP)- 2020, the Institution seeks to emerge as a multidisciplinary centre of excellence dedicated to preparing competent, reflective, innovative, and future-ready educators.

As part of its long-term academic vision, the Institution aims to introduce the Integrated Teacher Education Programme (ITEP), including B.A.-B.Ed. and B.Sc.-B.Ed. programmes, in alignment with the framework envisaged under NEP 2020 and the National Council for Teacher Education (NCTE). These integrated programmes are intended to prepare professionally trained teachers for the Foundational, Preparatory, and Middle Stages of school education under the 5+3+3+4 curricular structure prescribed in NEP 2020.

The Institution further envisions establishing stage-specific and multidisciplinary teacher education programmes that integrate disciplinary knowledge with pedagogy, practical training, foundational literacy and numeracy (FLN), early childhood care and education (ECCE), inclusive education, educational technology, and experiential learning.

The Institution aspires to become a leading centre for teacher preparation by offering innovative, competency-based, and outcome-oriented curricula that nurture critical thinking, creativity, communication skills, ethical values, and professional competence among prospective teachers. Special emphasis shall be placed on multidisciplinary learning, Indian knowledge systems, value-based education, environmental consciousness, and community engagement in accordance with the broader objectives of NEP 2020.

To strengthen the teaching-learning ecosystem, the Institution aims to integrate Information and Communication Technology (ICT), digital pedagogy, blended learning, smart classrooms, virtual learning environments, and online educational platforms such as DIKSHA, SWAYAM, MOOCs, and e-content repositories. The Institution also envisions establishing modern educational technology laboratories, language laboratories, innovation hubs, and digital resource centres to promote technology-enabled teacher education.

The Institution seeks to evolve into a comprehensive Teacher Education University offering undergraduate, postgraduate, doctoral, diploma, certificate, and interdisciplinary programmes in education and allied disciplines. It aims to develop specialized centres for educational research, curriculum development, policy studies, guidance and counselling, inclusive education, educational leadership, and educational technology.

A key aspiration of the Institution is to cultivate a vibrant culture of research, innovation, and academic inquiry by encouraging action research, collaborative research projects, publication of quality research papers, organization of national and international conferences, and participation in faculty and student exchange programmes. The Institution also intends to strengthen linkages with schools, universities, research organizations, and national and international academic bodies for academic enrichment and collaborative initiatives. The Institution is committed to ensuring quality assurance and continuous institutional improvement through robust internal mechanisms, including the Internal Quality Assurance Cell (IQAC), academic audits, feedback systems, and best institutional practices. It further aspires to achieve higher levels of accreditation and recognition from statutory and accrediting bodies such as NAAC and NCTE.

In addition, the Institution aims to establish strong school internship and mentoring systems through partnerships with demonstration schools and local educational institutions, thereby providing student teachers with rich field engagement, classroom exposure, and hands-on teaching experience in diverse educational settings. The Institution also emphasizes faculty empowerment through continuous professional development programmes, orientation and refresher courses, leadership training, and opportunities for academic mobility and international exposure. It seeks to create an inclusive, learner-centric, and research-oriented academic environment that supports holistic student development and lifelong learning. By embracing emerging areas such as Artificial Intelligence in Education, data-driven pedagogy, inclusive and special education, vocational education, educational entrepreneurship, and sustainable development, the Institution aspires to prepare educators capable of addressing the evolving educational needs of society and the nation. Ultimately, the Institution envisions establishing itself as a nationally recognized Teacher Education University contributing significantly to educational transformation, teacher preparation, educational policy, school improvement, and nation-building through excellence in academics, research, innovation, and community service.

IDP CORE TEAM STRUCTURE

Chairperson: Prof. (Dr.) Seema Naz, Principal

Member Secretary IDP: Dr. Mohd Yasin Pir, Coordinator IQAC

Core Committee:

✚ Mr. Fazl Illahi

✚ Dr. Showkeen Bilal

✚ Prof. Lateef Ahmad Shah

✚ Prof. Aijaz Ahmad Dar

Members:

✚ Dr. Tawheeda Rasool

✚ Prof. Syed Shabana Shabir

✚ Prof. Abdul Gani Kumar

✚ Prof. Feroz Ahmad Wani

✚ Prof. Younis Basit

✚ Dr. Mudasir Ashraf



Fazl Illahi
Coordinator IDP

Prof. Aijaz Ahmad Dar
Member Secretary

Dr. Showkeen Bilal
Co-coordinator IQAC

Dr. Mohd Yasin Pir
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Prof. (Dr) Seema Naz,
Principal

No:-GCOE/IASE/26/
Dated:- /05/2026

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- ✚ Prof. Feroz Ahmad Wani
- ✚ Prof. Younis Basit
- ✚ Dr. Mudasir Ashraf



Prof. Aijaz Ahmad Dar
Member Secretary



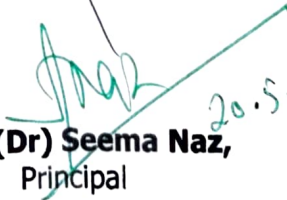
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Prof. (Dr) Seema Naz,
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