SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

GOVERNMENT COLLEGE OF EDUCATION

GOVERNMENT COLLEGE OF EDUCATION, CANAL ROAD, JAMMU NEAR IIIM
180001
www.gcoedu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Govt. College of Education is a constituent College of Cluster University Jammu and the only Teacher Training institute in the entire Jammu Division.The college stands as a beacon of educational excellence, offering a remarkable platform for aspiring educators to embark on a journey of knowledge, growth, and transformation. It has a rich history that spans several decades, tracing its roots back to its establishment in year 1955 and has been constantly moving forward. The college offers B.Ed and M.Ed (02 year) program with the intake capacity of 200 and 30 respectively and three year B.Ed-M.Ed integrated program.

As a premier institution in the field of education, it plays a pivotal role in shaping the future of teaching and learning. With its commitment to academic rigor, state-of-the-art facilities, and a supportive learning environment, the college has emerged as a leading institution that nurtures the minds of future educators. Right from its inception the college has been a hub of academic, socio-cultural and intellectual activities. It has always stood strong and high to prepare its stakeholders to embrace broad educational outlook. It is striving hard towards excellence both in its human resource development and infrastructure by embracing the National Education Policy NEP-2020, marking a significant milestone in its commitment to transforming teaching and learning practices.

The college as a team consists of staff and students along with other stake holders. It upholds itself as a model to impart social values besides teaching learning process. It is rendering excellent service to the cause of student's community in general and the cause of women empowerment in particular by marking its presence on the boards of merit in the university examination, co-curricular activities and sports events. The college provides ample opportunities to its students to identify and explore their talents in the areas of interest through in house competitions and also on other platforms. The students are encouraged to become members of various clubs and communities.

The UT of J&K with its diversities of all shades and colours, considers the requirement of the students and thus provides platform for constant interaction between the students and the faculty working in various colleges and universities for growth of higher education. The college encourages sharing of facilities and infrastructure to other organization viz. University examinations, IGNOU, BOPEE, PSC, UPSC, SSC, RRB, Bank and other examinations conducted by the government agencies. It also facilitates the implementation of centrally sponsored schemes, provides trainings and thereby enriches the fiduciary relationship between teacher and taught leading to growth of the society. To sum up over the years, the college has built a strong legacy of producing highly skilled and dedicated teachers who have made significant contributions in the field of education.

Vision

VISION

To make it a leading Teacher Training Institution and Research Centre in Education.

To foster pedagogical excellence and global competence among Teachers of the future generations and make

them adept in use of sustainable technology for teaching.

To make Teacher Training more inclusive by introducing Special Education, Integrated Teacher Training Program and to make it Multidisciplinary and Interdisciplinary.

Mission

MISSION

1. This premier institution to be a centre of excellence for Teacher Trainees by equipping them with skills of Teaching and quality enhancement by adopting the latest regulation laid by Regulatory agencies.

2. To develop receptive and open minded Teachers for emerging pedagogies, innovation, gender equity, environment conservation and propagation of rich heritage of the country.

3. To offer skill development programs and value added Courses like Early Childhood Care and Education, Communication and soft skills and proficiency in the use of New Age Technology.

4. To offer hand holding in Placement of the trained teachers in the institutions of high repute.

5. To inculcate the sense of camaraderie, compassion and empathy.

6. To inculcate values, ethics and democratic attitude along with development of spirit of nationalism.

7. To promote professionalism, progression and problem solving aptitude.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- 67 Years of tireless service to the society in the field of Teacher Education.
- The only Govt. Teacher Training Institute in Jammu Division comprising of 10 districts of Jammu and Kashmir (UT).
- The Institute is primarily located in the heart of the city, being accessible to all stakes holders viz students, parents and people from all places like Bus Stand, Railway Station and Airport.
- Transparent Admission Process through Jammu and Kashmir Board of Professional Entrance Examintion (BOPEE) for B.Ed.and merit based for M.Ed.
- Well established library having facilities like N-list and KOHA provides ample opportunities to the students and faculty for research
- 10 Functional MOUs and Collaborations done with different important organizations.
- The institution was designated as Research Hub in Education with 7 spoke colleges working under it.

- Proposal for 4 years ITEP course (BA, B.Ed) under NEP 2020 approved and granted permission for the current session with intake of 2 units (1 Primary and 1 Foundational)
- Skill development courses in line with NEP introduced like Use of Basic English for Employability and value added course in ECCE in collaboration with JKSCERT, Jammu.

- Integrated curriculum with internship activities, field visits and soft skill development programmes undertaken.
- Student Body and Student council democratically elected. Students are well groomed and gradually they play an active role in all the major committees and they independently host many events.
- Vibrant and incredible programme of Mentoring and Counseling.
- Effective and efficient Teaching Learning programme with optimum use of ICT
- Regular feedback mechanism for Teachers and Students for quality enhancement by Jammu and Kashmir Higher Education Department.
- Highly Qualified Faculty with specialization in Teacher Education.
- Research Publications by Faculty members in UGC Care list Journals and Scopus Journals.
- The college conducts International and National Conferences, Workshops and seminars regularly on NEP, Innovative Pedagogy and Use of ICT in Education. Orientation/ FDP / Induction / Guest lectures / Awareness programme for faculty and students are also done on regular basis.
- Result percentage of College is usually more than 95% at an average.
- Women Development Cell is strong and active. Since the college has approximately 80% women students, the WDC offers a number of invigorating activities like, Meet the Women Authors, Legal Advice for Women, Awarenes regarding Cyber Crime and Fitness Classes for Girl Students every year.
- NSS Unit is highly active and conducts important outreach activies in adopted viallges and Govt Schools.
- Nature club works on war footing to play an active role in making Plastic free area.
- The college offers PG Course in M.Ed.
- Internal Complaint Committee plays an active role in Gender Equality and Gender equity.
- Active Research and Development Cell with seven Spoke colleges (Government Degree Colleges of Jammu Division).
- The college is taking a lead in promoting Indian Knowledge System, regional language and local heritage through various programs and visits.

Institutional Weakness

- Infrastructural deficiencies and space crunch.
- No hostel facility.
- Playground not available due to space constraints.
- Very few research projects undertaken.

Institutional Opportunity

- Institution with apt potential for becoming Institute of Advanced Studies in Education.
- Strengthening measures for undertaking student and faculty exchange programme with top Universities and colleges.
- Alumni can be motivated to contribute financially for the Institute's up gradation.
- Research and Development Cell of the institute to spur research culture of the institute so as to lay focus on research in spoke colleges as well.
- Frequent Placement drives can be conducted by inviting different institutions both Govt. and private.
- The college can conduct various community programmes and awareness drives along with increased adoption of villages.
- More linkages with Regional Institue of Education and reputed Teacher Training Institutions.

- The college can broaden its horizon through international collaborations.
- Introduction of multidisciplinary courses.
- The college administration can vociferously lay demand to Cluster University Administration and JK Higher Education Department to spur ammendment in rules that may allow College Faculty members to act as Research Guides.

Institutional Challenge

- Infrastructural deficiencies
- More faculty is required before introduction of new courses.
- Lack of space for expansion.
- Difficulty in establishing a full-fledged ECCE Hub with fully trained ECCE Teachers.
- More awareness workshops to be organized regarding Research Proposals and Research Projects.
- College faculty members are not recognised as Research Guides by the Cluster University of Jammu as so far the universities in Jammu have not ammended the rules for becoming Guides as per the guidelines of J&K Higher Education Department.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Government College of Education, Jammu, is a constituent college of Cluster University of Jammu. The syllabi of B.Ed. and M.Ed. courses are revised and designed by CLUJ in consultation with the senior faculty members of the college who are members of Board of Studies in Education. The university displays the curriculum on its website, from where it can be accessed by the all stakeholders. The college prepares its time-table keeping in view the academic calendar of the affiliated university. The faculty members discuss different curricular and co-curricular activities for B.Ed. and M.Ed. courses at the beginning of each academic year.

Besides the college encourages faculty members to attend refresher courses, workshops and seminars for the continuous professional development. Academic processes are streamlined by adhering to the prepared academic calendar and time-tables.While planning curriculum focus is given on PLOs and CLOs .Students of both B.ED. and M.ED. courses are oriented about the curriculum through orientation programs held every year in the beginning of the session.The college ensures effective curriculum delivery through a well planned and documented process involving various ICT tools. The faculty members are briefed about the academic activities of the college at the very first meeting of the commencement of every academic year. Meetings and discussions are held to discuss the action plan for different aspects of curriculum including its implementation. For updating the curriculum teachers continuously participate in their respective Board of Study (BoS) meetings.

The courses of teacher education provide vast knowledge and exposure to the prospective teachers through micro-teaching, internships, teaching practices and visits to various schools in the educational hierarchy. To improve the student-centric facilities and overall quality of teaching-learning, a three-tier feedback mechanism has been introduced to record feedback from students, teachers, and other stakeholders by the college besides department of Higher Education has also introduced feedback portal https://dhefeedbacksystemv2.nic.net.in/

Teaching-learning and Evaluation

The curriculum is implemented according to the learning outcomes (PLOs and CLOs) and requirements of the upcoming teachers. The teaching learning is done through various techniques like seminars, group discussions, presentations,projects,action research,dissertations (M.Ed) etc. integrated with ICT technology.The faculty develops transactional plans keeping in view the requirements of skills and knowledge for the students and analysis is done from time to time. Practical aspect of teaching learning process is complemented with internship,micro and macro teaching by the pupil teachers. The practical part also includes various field visits to various institutions at different level from nursery to higher secondary schools, DIET/SCERT and innovative centers.The school internship and practice of teaching is covered to cater the needs of the students according to their job needs as they need to be trained in different teaching subjects and training in various related activities which are part of the internship.

The college also offers value added certificate courses such as Personality Development, Arogaya Vidya ,Early Childhood Care and Education.

Continuous evaluation of students is done through presentations, two internal asssessment tests (Minor-1 and Minor-2),internal and external practice of teaching and semester end external examination.

Remedial classes/tutorials are also conducted for improving the teaching skills of the students.

Infrastructure and Learning Resources

The only Govt. Teacher Education college in Jammu division which aims at developing the understanding and competencies required by practicing teachers for effective teaching-learning process. GCOE Jammu has well furnished and spacious infrastructure spread over an area of 19.9 Kanals (2.8 acres) land. The college has adequate ICT enabled classrooms. The college has fully enabled ICT research and development cell for scholars, faculty and students of spoke colleges as well. College has also developed a Language Lab, Computer Lab, Psychological and counseling cell, Science Lab/A V room. College has two halls - conference hall and multipurpose hall, catering to the demands of debates, symposia, guest lectures etc. for different co-curricular activities, parking area, Sports Infrastructure, chowkidar hut, toilet complex for students, store rooms and canteen, girls common room, boys common room , ramps and toilet for specially abled, Emergency exit facility is also available, The institution has fully equipped browsing centre and a spacious well furnished staff common room. The college is also committed to clean energy and sustainable enviornment, Installation of solar power panels and grid is a step towards that direction The Teaching faculty is keenly making use of E-learning resources like google classroom/google meet for further enrichment of teaching learning process. The college

has a fully automated library having KOHA and well furnished reading areas. The library has a collection of 30586 books with subscription to 10 journals and 10 magazines . Apart for text books the library has a good collection of reference books, competitive books, Fiction and Non- Fiction literature. The College library is also a member of N-List for online access to books and journals.

Student Support and Progression

Govt College of Education, Jammu has a democratically elected students council comprising of President, Vice President, General Secretary and Treasurer along with student volunteers. The council assists in the efficient governance of the college. The council also helps in creating harmonious relationships between faculty, administration and student body. The major activities of the students council are coordinating curricular, co-curricular and extra-curricular activities of the student community within and outside the campus, celebrating the major festivals and national/international days of importance, assisting in organising medical camps, and carrying out activities under various flagship schemes of the Government of India like swachh bharat abhiyan. Further, the students council helps in engaging the students in meaningful and purpose-oriented activities, helping each student develop a sincere regard for law and order, sense of personal responsibility, encouraging desirable attitudes of a good citizen. Students are also members of various committees such as IQAC, women development cell, academic committee, library committee, student support services committee, grievance redressal committee, anti-ragging committee and committee against sexual harassment. The anti-ragging committee ensures compliance with the provisions of law concerning ragging in the campus. As per the guidelines of UGC and the supreme court ICC (Internal complaint committee) has been established by the college to provide a healthy atmosphere to the students of the college.

The college has a vibrant alumni relations cell and eminent alumni of the college keeps visiting the college and mentors the students in various facets of education and career.

Besides, through an active placement cell the college provides opportunities to get placed in good schools and colleges of J&K. A number of MOCK tests and interviews are conducted to prepare the students for various competitive examinations like CTET, JNV, KVS exams, army schools exams.

Governance, Leadership and Management

The college management is headed by the Principal. Various committees comprising members of Teaching faculty and non teaching staff are formed for their involvement in administrative,academic and non-academic affairs of the institution.To ensure transparency and democracy in decision making process,Institutional governance Involves systematic decentralization through various committees including IQAC, advisory committee,college development and purchase committees etc. The governance of the institution is marked by inclusivity and accountability through feedback system from various stakeholders viz students, teachers and alumni through online feedback forms. For effective and transparent management online e -governance systems are used in the institution. The institution follows performance appraisal procedures as per government norms i.e.(APAR) Annual performance appraisal report followed by employees and submitted to the concerned authority. The Govt. has also provided e-portal viz; JKEPM Portal (https://epm.jk.gov.in) The institution also ensures monthly monitoring of the performance of faculty, biometric attendence to monitor the attendence of teaching and non teaching staff.

The college has well established strategies for the fund mobilization and their utilization under various heads. The disbursement and optimal utilization of funds is done by the principal in consultation with advisory committee, purchase committee and college development committee and HODs of various departments.In order to maintain transparency in all fields of purchase college makes almost all purchases through GeM portal, all payments are made through BEAMS.The salary bills are submitted to the treasury through online portal (JKPAYSYS) https;// jkpaysys.gov.in The salary slip can be downloaded by the empolyee through the app 'mera vetan'.

IQAC of the college plays a key role in initiating various measures for maintaining the quality in teaching-learning and other developmental aspects of the college.

Institutional Values and Best Practices

Institutional values:
The vision of the institution proposes quality education as its thrust area. Through quality education, the college ensures holistic development of students from diverse backgrounds through conducive and vibrant environment. The college is devoted to seeking excellence in teacher education through strategic and scheduled programs as envisioned in the vision and mission of the college.The college has always planned well thought out actions to conduct several activities for promotion and development of educational excellence, promoting democracy and transparency across the UT (J&K).

Best Practices:
• Scholarships for economically weaker sections of the society and differently-abled students are also provided. A scholarship committee has been framed by the college in which teachers guide students regarding these scholarships.
• College lays importance on constructing knowledge through practical and interactive activities.

•The College makes provisions for providing a scribe to specially abled students or students facing any major injury during examinations. Such students are also given extra time to write their papers.
• This institution is unique in its approach towards health awareness. In this regard, there is a student member provision of sanitary napkin vending machine with incinerators to promote menstrual hygiene.
• Various programs are organised to create awareness about the conservation of the environment. Various events such as ozone day, earth day, wetland day, world environment day, energy conservation day ,Bio diversity day are celebrated from time to time to spread awareness about the environment.The college campus is almost plastic free.
• Visit to Gharana wetland , vriksh bandhan on raksha bandhan , tree talk activity, bye-bye plastic waste , nukkad natak to spread awareness about the polythene free , cleaner , greener and healthier environment.
• Besides these initiatives, some green practices like harnessing solar power, the concept of use of LED bulbs , effective disposal of degradable waste by vermi-composting techniques, plantation drives to increase the green cover of the campus . wall paintings on the cultural and environmental themes are painted by multitalented students themselves embellishing the college serenity and vision .

To spread social awareness various events such as voters' day , women's day hindi diwas , Republic and Independence Day ,social equality day, mother's day,vasant panchmi, national girl-child day, and many such days are celebrated which promote overall well-being.

The college is taking a lead in organizing programs for promoting all encompassing Indian Knowledge System

through AYUSH, Shilpkari Bazaar (MSME Udyam Unit) Ethnic art and culture, reviving old traditions, Heritage, folk lore,art forms, artefacts and also practicing culutural mileus for saving environment.

Research and Outreach Activities

The college has a well experienced faculty having published 59 research papers.44 books/ chapters in books to its credit.The college has been designated as a research hub in Teacher Education in 2020 by deptt.of higher education,Govt,of JK UT with 7 colleges from different regions of Jammu Province as spoke colleges. The college research and development cell is well equipped with 20 workcabins each with wifi enabled computer and SPSS 28.0 software. The Research and development cell is provided with a smart board along with digital podium and online power backup.The research and development cell provides assistance to students of M.Ed.for preparation of their dissertations .

The college has always been open to various academic and non-academic outreach programs primarily based on educational and social issues. This contributes to community development by bridging the learning gaps through meaningful pedagogic inputs.The college has adopted Muthi village and Nadwal village for expanding the outreach programs.These programs are meant to lay emphasis on the importance of education in the mental and physical well being.
Various enviornmental activities cleanliness and plantation drives are undertaken in collaboration with Govt.and other institutions. Real hand-on experience is provided to the students through these outreach activities.The Electoral club of the college conducts various activities to enhance Electoral literacy among the masses.

MOU with 10 important organizations. Besides having MOUs with Educational institutions the college is having MOU with AYUSH, Indian Pollution Control Association, Duggar Manch , a literary organization (est in1976 for promotion of Dogra Art, language and culture) and Shilpkari Bazaar, (Handicrafts making organization).

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	GOVERNMENT COLLEGE OF EDUCATION
Address	Government College of Education, Canal Road, Jammu near IIIM
City	Jammu
State	Jammu And Kashmir
Pin	180001
Website	www.gcoedu.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Aekta Gupta	0191-2580401		-	
IQAC / CIQA coordinator	Shalini Rana	-	8717095388	-	shalinirana32@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Jammu And Kashmir	Cluster University Of Jammu	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	02-09-2016	View Document
12B of UGC	02-09-2016	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	03-03-2023	48	NCTE APPROVAL FOR RECOGNITION OF EXISTING COURSES IS UNDER PROCESS MOREOVER COLLEGE IS GRANTED RECOGNITION ORDER BY NCTE TO RUN FOUR YEAR ITEP PROGRAMME

Recognitions

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

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Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Government College of Education, Canal Road, Jammu near IIIM	Urban	2.43	3141.33

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BEd,Education	24	UG	English	220	198
PG	MEd,Education	24	B.Ed.	English	36	17

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				28			
Recruited	0	0	0	0	0	0	0	0	3	25	0	28
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				29
Recruited	14	3	0	17
Yet to Recruit				12
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	1	6	0	8
M.Phil.	0	0	0	0	1	0	0	3	0	4
PG	0	0	0	1	5	0	2	13	0	21
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	35	0	0	0	35
	Female	357	0	0	0	357
	Others	0	0	0	0	0
PG	Male	4	0	0	0	4
	Female	41	0	0	0	41
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	5	9	4
	Female	24	23	23	26
	Others	0	0	0	0
ST	Male	5	4	3	1
	Female	19	23	23	23
	Others	0	0	0	0
OBC	Male	1	1	0	2
	Female	2	5	0	6
	Others	0	0	0	0
General	Male	4	4	7	7
	Female	91	79	100	93
	Others	0	0	0	0
Others	Male	11	16	20	15
	Female	83	80	53	58
	Others	0	0	0	0
Total		242	240	238	235

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	GCOE, Jammu caters to Teacher Training Programmes, at present it offers two courses – B.Ed. – 2 Year course and M.Ed. – 2 Year course. Curriculum incorporates an array of core courses in education like Educational Technology, Educational Philosophy, Educational Psychology, Sociology and Research. Pedagogic studies include teaching subjects one in language (English, Hindi, Urdu) and other in subjects like Maths, Social Science, Physical Sciences, Bio Science, Health and Physical Education. Subjects of immense importance like Environmental Education, Gender Studies, Peace Education, Yoga and Healthcare, Disaster Management, E-Learning, ICT in Education and

	Heritage of J&K are also dealt with Primary Focus is on Teaching Approaches Methodologies and Lesson Planning. In tune with NEP 2020 and the emerging current educational scenario our Institution has already been granted permission for ITEP course from NCTE for the current session. We have been assigned two units of ITEP- B.A. B.Ed. Foundational Course and B.A., B.Ed. Preparatory course. Each unit constitutes of 50 students each.
2. Academic bank of credits (ABC):	Under NEP 2020, The Cluster University of Jammu has opened the centralized Digilocker account of every student enrolled in the university . GCOE started with enrollment of students in ABC at the onset of the Academic Session and more than 162 students have already registered on the ABC portal.
3. Skill development:	Besides Curriculum and Skill Competency Development, the college offers value added courses and skill courses.Recently the college offered short term certificate course in Early Childhood Care and Education(ECCE). It was held in collaboration with SCERT and DIET, Jammu. Early child care and education centre has also been established in GCOE. The college is also going to offer a comprehensive six months course in ECCE . The college has also proposed for Skill Course of " Use basic English for Employability Variant 3", through NSDC. Various other skill courses like Communication and Web Developing are planned for future through NSDC. Central University of Jammu conducted 250 hours duration Soft- Skill for Career Development Course for the session 2021-2022. The college conducted 30hr skill development and entrepreneural development course in Basoli paintings and Wheat grass artifacts which is now in high demand, in collaboration with Shilpkari Bazaar , MSME Unit under UDHYAM.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	GCOE offers a vibrant and substantial Teacher Education Curriculum. It ranges from both Indian and Western Theories of Education, Indian Philosophies insight about the basics of established learning theories. Thoughts of eminent Indian thinkers and leaders are also taught to the students, so that they get a holistic and kaleidoscopic view of Education. Courses dealing with Heritage of J&K, visits to places of Historic Importance and Museums are also part of the curriculum. Many Multilingual

	programmes on linguistic Diversity of J&K are conducted like short stories in Pahari language , folk song competition under vocal for local theme. Creation of Heritage walls by the students depicting the rich and vibrant history and regional culture of J&K have been initiated. Basohli Paintings is a special attraction whereby miniature paintings depicting epics and regional cultural practices are also displayed. It is considered as the first school of Pahari Paintings and also have a GI Tag. Dogra Ethinic Fests are organized in which dogra handicrafts, cuisine culture, ornaments, attires are displayed which are crafted by the students of the institution. MOU with AYUSH has generated immense awareness and interest among students about the Ancient Indian Knowledge of Holistic Wellbeing. Ten days Value Added Course in AYUSH and Healthcare- Arogya Vidya was conducted at GCOE. Students were apprised about indigenous medicinal plants, their use in daily life for minor ailments. Two days festival on " Magic of Millets" was conducted in the college under "Ek Baisakhi Sehat Wali" to imbibe in students the value of Millets and Various recipes were also shared with them. Prakriti Parikshan was also performed by AYUSH doctors for faculty and students. Importance of Healthy life style was also discussed, with emphasis on Yoga and Healthy eating habits. - Workshop on Skill Oriented themes like Hydroponics- Future of Smart Farming was also conducted in the college in collaboration with SKUAST. - Disaster Management, Drug Abuse, AIDS Awareness are also some areas where awareness programmes are frequently held at GCOE. Recently promoted Wheat grass products like binna, baskets which is native Dogra craft of bio friendly products and Basoli paintings which are internationally famous and recently got the GI Tag.
5. Focus on Outcome based education (OBE):	Our Institution is the only Govt. Teacher Training Institute in Jammu Division, maintaining high reputation and standards. Courses like B.Ed. and M.Ed. are considered as foundation for fostering high teaching skills. Curriculum adds to knowledge of all the theories applied in Education and the practicum part makes them well verse with hands on experience in actual learning. The practicum part of the course deals at length with Internship Activities, Sessional

	work including numerous field visits, Micro Teaching and Teaching Practice in Macro lessons. This gives a hand on experience to students to deal with real classroom situations. Through the Hierarchical order of the school education system starting from the Anganwadi level to Higher Secondary DIET and SCERT the students are oriented practically. Observation of lesson Planning, Delivering and Management of school system prepares them for this pious profession with diligence. Training in all teaching skills, different lesson planning add to their personality, the traits of a good effective teacher. This makes them ready for taking up the Teaching Profession with confidence and in depth knowledge. After imbibing Theoretical and Practical skills and knowledge, the students become capable enough to get a good chance to showcase their capability and get duly placed. Our students have been placed in Schools, Banks and various other departments in both Govt. and Private sectors. The institution organises placement drives for the students from time to time and also prepares them for the same.
6. Distance education/online education:	NA

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club has been established in the college under the guidance of the head of the institution. Initially, NSS Unit of the college was engaged in spreading awareness about Electoral Literacy in the institution as well as the adopted school and village. Activities were performed in the practising schools as well.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, all the members and coordinator of the club have duly been appointed by the college administration. It is fully functional and active. The club organizes awareness drives and Pledge ceremonies every year on National Voters Day, to inculcate democratic values in young citizens. In order to imbibe democratic principles various activities are organized throughout the year. (eg. SVEEP)

3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Electoral Literacy Club of the college has been making continuous efforts towards awareness through following activities :- • Visit to an adopted village to create awareness about Voting Rights and its importance in Nadwal village on 22.03.2023 • Visit to old age home • Visit to deaf and dumb school and blind school to encourage the students to get enrolled as voters and be aware of their voting rights. • Conduction of 'SVEEP awareness programme' in collaboration with ECI . • Conducting elections for Student Council democratically. • To strengthen ethical democratic values so that they vote without any prejudice and biases on the basis of caste, religion or region.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Awareness drives are conducted regularly to spread awareness about unjust practices at the time of elections like various parties try to lure innocent voters through bribe, liquor and other unfair means. The ELC of the college makes the students and the masses aware about malpractices during elections through various programs.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Since Graduation is the basic qualification for B.Ed. Program as such most of the students are already enrolled as voters of their own constituencies. These students are further motivated to strengthen the fundamentals of democracy and the value of each Vote.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
461	468	473	470	472

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
230	230	230	240	240

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
124	124	119	119	119

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
225	228	226	222	218

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
220	228	217	206	213

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
236	240	238	235	237

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
18	21	24	18	18

File Description	Document
Institutional data in prescribed format	[View Document]()
Copy of the appointment orders issued to the tea	[View Document]()

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	28	28	28	28

File Description	Document
University letter with respect to sanction of p	[View Document]()

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
121.75	233.51	253.14	126.78	46.12

File Description	Document
Audited Income Expenditure statement year wise d	[View Document]()

3.2

Number of Computers in the institution for academic purposes..

Response: 72

File Description	Document
Invoice bills of purchase of computers	[View Document]()
Copy of recent stock registers	[View Document]()

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Government College of Education, Jammu since its inception was formerly affiliated to Jammu University. Our Institution used to follow the guidelines of Jammu University in all academic perspectives associated to curriculum and evaluation. Jammu University in consultation with the senior faculty members used to revise and review the curriculum of the Institution.Moreover senior faculty members of the institution were members of Board of Studies of the Review Committee.

Our college became one of the constituent colleges of the Cluster University of Jammu in 2017. Thereby, the authority of curriculum revising, reviewing and adoption was vested with Cluster Universityof Jammu.A Board of Studies Committee was framed in Teacher Education in the department of Education for review and revision of Curriculum.The college has come up with the following courses according to the NCTE guidelines:

1. The institution contemplated hand holding with the School of Teacher Education for Integrated B.Ed.-M.Ed. course completely on NCTE guidelines from the year 2017 onwards, the School of Teacher Education is located in the college premises only.
2. In tune with NEP 2020 our Institute is starting **Integrated Teacher Education Prtogramme (ITEP) Course** duly approved by NCTE from the current session. Two units of 50 students each have been assigned for two courses viz B.A B.Ed Foundational Course & B.A B.Ed Preparatory Course.

OLD PROGRAMMES REVISED:

- B.Ed. (Revised existing one year B.Ed. course to two year with revision in curriculum).
- M.Ed. (Revised existing one year M.Ed. course to two year with revision in curriculum).

Our college is enthusiastic about planning, reviewing and revising the curriculum to the local context.

- Having part of a course in programme addressing to the local situation the following areas have been added:-

- Peace and Value Education (Generic B.Ed.-III Sem.)
- History of J&K (Generic B.Ed.-III Sem.)
- Life Skills (Generic B.Ed.-III Sem.)

- Disaster Management (Generic B.Ed.-III Sem.)
- Heritage of J&K (M.Ed.-III Sem.)

- Flexible programs like field visits, Environmental Awareness visits project work comprising of four components viz Student profile both self and as a perspective teacher,Each one Teach one, Each one Plant one, which are socially relevant and reflective have also been added. Heritage visits, JMC visits are also an integral part of the curriculum.As part of our Internship program focus is laid on understanding the holistic School system in Indian scenario by organising a number of visits starting with visit to Anganwadi Center,Pre primary,Primary,Middle school,High and Higher Secondary schools ,Innovative Centers .Visits and Lectures are organised for students to DIET and SCERT .

VALUE ADDED COURSES :

- Arogya Vidhya :Educate the Educaters
- Soft Skills and Personality Development.
- Use basic English for Employability Variant -3
- Early Childhood Care and Education.

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

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3.   **Schools including Practice teaching schools**

4.   **Employers**

5.   **Experts**

6.   **Students**

7.   **Alumni**

Response: D. Any 2 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	[View Document](#)

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through

1.   **Website of the Institution**

2.   **Prospectus**

3.   **Student induction programme**

4.   **Orientation programme for teachers**

Response: B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

Paste link for additional information	[View Document](#)	
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)	

1.2 Academic Flexibility

1.2.1

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

Response: 64.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
43	43	43	43	43

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

2021-22	2020-21	2019-20	2018-19	2017-18
67	67	67	67	67

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Any other relevant information	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)	

1.2.2

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

Response: 0.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)	

1.2.3

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

Response: 2.56

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

five years

2021-22	2020-21	2019-20	2018-19	2017-18
30	30	0	0	0

File Description	Document
Upload any additional information	[View Document](#)
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.4

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

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

Response: B. Any 3 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.5

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

Response: 0.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	0	0	0

File Description	Document
List of students enrolled and completed in self study course(s)	[View Document](#)
Data as per Data Template	[View Document](#)
Certificates/ evidences for completing the self-study course(s)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

- To lead the students from darkness of ignorance to brightness of knowledge should be the basic goal of any educational institution. An educational institution performs significant functions of providing practical learning experiences to lead its students from ignorance to knowledge. Moreover, the curriculum of the organization serves to all the important areas of teacher education. Proper attention is provided to interdisciplinary characteristics of teacher education by catering to core knowledge from various disciplines such as history of education, sociology, psychology by having them reconstructed into conceptual basis of education, understanding the learner and learning. Historical perspective of Indian education by enabling the learners to initiate and develop coherent understanding.
- As far as the teacher education is concerned, NCTE has clearly defined it as " a programme of education, research and training of persons to teach from pre-primary to higher education level." Teacher Education Programme encompasses teaching skills by ensuring that students gain deeper know-how through the sound pedagogy courses and professional skills. The institution organizes various programmes to provide first-hand experience to the pupil-teachers by organizing their visits to different levels of schools and providing platform so that they may get exposures in respective fields. In order to develop teaching skills, the institution organizes demonstration sessions and acquaints the students with different teaching skills. Pupil teachers practice those teaching skills in the form of micro- macro teaching and thus theoretical knowledge of the prospective teacher is transformed into effective practice and thus the strategy is executed in the

actual classroom situation.
- The organization provides a unique chance to students to transform their ideas and innovations into practical skills both within and outside the college campus. This helps them to self-analyze self-study and self-reflect by way of forming various reflective journals or by taking up some research projects.

In order to imbibe the sense of resourcefulness, skillfulness, critical thinking, skill of negotiation, responsibility etc; it is important for an institution to provide a democratic environment to its students and staff. The students of this institution are fortunate enough in this aspec as the teachers and students take part in discussions, seminars,workshops, symposia and presentations. Moreover, a number of activities are conducted and organized throughout the year and the students and staff gets an opportunity for creative self-expression and chiseling of social, emotional and psychological skills. Our Institution has established an active psychological counseling cell under "MANODARPAN" initiative of MHRD since 2020, which conducts various activities for improving mental health and stress management in addition to other courses like communication skills, personality development, visits to special schools and a lot others which contribute towards development of a host of skills that are necessary and play a vital role in present era. The students of our college visit DIET and JKSCERT for Internship, thus enabling them to get acquainted with the Educational hierarchy. Different approaches are adopted by our students like the constructivism approach and RCEM approach for making the students to understand various lesson , thus making it child centered and activity centered teaching . Our outcampus activities are also conducted to develop the personality of the students in physical , mental , social and psychological aspects . All such academic and non academic outreach programmes are conducted in order to contribute to the community development by way of addressing learning gaps through pedagogic inputs.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.3.2

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

Response:

REPORT ON HOW STUDENTS ARE FAMILARIZED WITH THE DIVERSITY IN SCHOOL SYSTEM IN INDIA

Diversity in school system refers to the range of identities that exist in a group of schools. It means a broad range of ideas and initiatives to create learning environments that are safe, inclusive and equitable for as many identities as possible. Recognizing, fostering and developing sensitivity to the needs of people in various identity categories are primary aims of school system diversity.

Following are the points that show how institution makes the students familiar with the diversity in school system:

DEVELOPMENT OF SCHOOL SYSTEM

- Educational Philosophy provides philosophical basis about the implications of the various schools of Philosophy including ancient and modern philosophical thoughts and its various aspects such as curriculum construction and discipline; provides theoretical knowledge about the development of school system to the students.
- Educational sociology provides valuable information about the development of the school system according to the changing needs of the society to the students .

FUNCTIONING OF VARIOUS BOARDS OF SCHOOL EDUCATION

- Teacher Education enables to understand the functioning of the various boards of school education such as CBSE, ICSE, State Boards and their role in the functioning of the schools.
- Comparative Education imparts knowledge about the boards of school education in India as well as in other countries

FUNCTIONAL DIFFERENCE

- Courses such as Development of Education System in India
- Teacher education provides knowledge about the functional difference among the school systems in terms of diversity.
- A comparative study of Higher education in U.K., U.S.A and India familiarizes the student with the number of universities and colleges, regulatory bodies of Higher Education.
- Structure of the higher education, degrees awarded and the budget of education of India., U.S.A and U.K. which shows the functional difference at international level.

ASSESSMENT SYSTEM

- Assessment systems of the school broadens their horizon of knowledge by enabling them to make the comparison of the assessment system of Indian school system to the foreign schools.
- Internship program makes them able to put their knowledge into practice while teaching practice in the real classroom situation.

STATE-WISE VARIATIONS

- Comparative Education imparts knowledge about the state wise variations in the school system to the students.

INTERNATIONAL AND COMPARATIVE PERSPECTIVE

It helps to understand the development of education system in different parts of the world which familiarize the students with the diversity in school system in India in comparison to international schools.

Vocationalisation of secondary education In U.S A. and India shows the difference between the facilities and reduce the mismatch between demand and supply of skilled manpower greatly help in economic growth of the country.

A Comparative study of the Adult education system of Australia, Brazil and India make students familiarise with the adult education.

They also get to know Education inputs , public expenditure, budget allocation, enormous gap between the number of students and ranking in global world of these countries.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.3

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

Response:

Following are the efforts made by the institution to make the students ready for the professional field: -

• The institution focuses on improving the general educational background of the students; increasing their knowledge and understanding of the subjects they are to teach; Pedagogy and understanding of children and learning; the development of practical skills and competencies.

• Study of the main elements of Philosophy, Psychology, Sociology, the history of Education, comparative study, Pedagogy, School Administration and methods of teaching various subjects in order to develop teaching skills among the students.

• Research and experimentation in teaching, promoted through the provision of research facilities as an

important component.

• The institution trains the students with learning innovative and effective Instructional techniques accommodating individual differences and varied needs of students; and comprehending summative and formative assessment and evaluation processes.

• The curriculum of the institution involves the teaching practice to train the teachers to assess learning and in conducting co- curricular activities under the guidance of fully qualified teachers.

 • Psychological basis helps the students to develop insights into students' psychological makeup. This enables the student to understand their self, their students and the learning situations such that they are able to provide meaningful and relevant experiences to their students.

 • To make enable the students to learn interactive and better ways of teaching with different teaching methods.

• Organizes internship programs in real classroom settings to polishing their skills before they start their actual career.

 • Organizes different workshops, seminars, visits to broaden their horizons of knowledge.

The institution has incorporated sample of Lesson plans on all the approaches of Teaching (Herbartian, RCEM and Constructivism) to enable the trainees to understand different perspectives in pedagogy. In order to deepen the student's understanding regarding Internship/ School Engagements, the institution has framed holistic criteria of experiences and assessment. Visits to different schools (Creches, Nursery, Elementary to Secondary Schools, Special Schools, DIET/ SIE/SCERT/BOSE provides student teachers a broad view of School Education.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

1. Students
2. Teachers

3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 101.42

File Description	Document
Document relating to Sanction of intake from University	[View Document]
Data as per Data Template	[View Document]
Approved admission list year-wise/ program-wise	[View Document]
Approval letter of NCTE for intake for all programs	[View Document]
Any other relevant information	[View Document]
Any additional link	[View Document]

2.1.2

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

Response: 48.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
53	61	58	62	61

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

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 2.45

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
17	12	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)
Any other relevant information	[View Document](#)

2.2 Honoring Student Diversity

2.2.1

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

Response:

Following are the aspects which are assessed at entry level of the students: 1. Aptitude for teaching is tested and it includes_ learner and learning related issues, role of various agencies in management of education, Issues related to teaching learning strategies, Handling Educational contexts. 2. Reasoning is also tested, it includes-- figure series completion, coding and decoding, puzzles, relationship concept, geometry, problem of Ages, letter series completion, hidden figure, numeral odd one out. 3. General English: direct/indirect speech, degrees of comparison, synonyms, adjective, punctuation, singular plural, correction of sentences, idioms, spellings, gender, jumbled sentences, verbs, phrases, true/false, articles, active passive voice 4. General Awareness: Books and authors of J&K, Constitution of India, climate and crops in India, First in India (Adventure, sports, Discoveries), History of J&K State, Important rivers and lakes in India, Languages of J&K, Everyday science, National Awards- Science, Literature, Sports, Political and Physical Division of World and India, Important dates, popular names of personalities and their achievements and contributions of J&K State, SAARC, ASIAN, UNESCO, BRICS, WHO, The Newspaper World (current dailies and weeklies of India), Important Projects and their impact on State Economy of J&K State, Historical places and their importance of J&K, Flora and Fauna of Jammu and Kashmir, The World of Sports, United Nations Organizations veto powers/no. of countries as its members, World famous Awards (Science, Literature, Sports)

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Photographs with caption and date, if any	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)
Any other relevant information	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 20.95

2.2.4.1 **Number of mentors in the Institution**

Response: 22

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

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

Response:

Multiple Mode of Approach of Teaching -Learning

B.Ed. and M.Ed. students are intellectually mature, moreover, these days a large number of students are found to be Post Graduate in Sciences, Humanities and Commerce at the entry level. These days even MBA's, B.Tech and BCA students are also taking admision in B.Ed. Course so that they can enhance their teaching skills in their respective professions.. The age group of students in B.Ed. and M.Ed. Course usually ranges from 20 to 30 years. Since the basic eligibility is graduation for B. Ed. by this time a student usually reaches an age where many of their mental capacities are well developed. Due to the diverse backgrounds like B. Sc., M. Sc., B. A., M. A. and B. Com etc. initially the students need orientation in subjects related to comprehensive understanding of components of B. Ed. Course and M.Ed. course.

Methods applied for Teaching B.Ed. Students

For giving a comprehensive and encompassing idea of education, the faculty members apply varied methods to expose the students to different facets of education viz., Educational Psychology, Educational Sociology, School Management, Action Research, Pedagogy in various subjects, etc.

The teachers apply **discussion method, Technology based method , group discussion, comparative studies (eg. Comparative study of Eastern and Western Educationists), Experiential learning through Practicum, Interactive lecture method, peer group learning, feedback followed by discussions, presentation by students, etc. Demonstration method helps in training students in Micro-teaching skills like Questioning skill, use of blackboard skill, Making of Low-cost Teaching Aids etc.**

Experiential Learning and Participative Learning

- Teachers also take the students for field visit for having a first hand experience of theoretical components of various subjects.
- Many other components of education are covered through seminars, workshops and conferences which are organised by the teachers and students jointly.
- Pedagogy subjects are taught through narration, dramatic skills, recitation, training in Phonetics, puppetry, practice in Creative writing, Vocabulary , games, Teaching apps like Kahoot, Nearpod, etc.
- As per the demand of the current education system both online and offline mode and hybrid mode are used for discussions, deliberation and demonstrations. Social media platforms are also used for quick dissemination of study notes, relevant educational videos, etc.
- By the time a student completes the B. Ed. course, he/she gets a thorough understanding of the idea of education and its functioning in Indian and western settings.

- B. Ed. Course proves to be a life changing experience that evolves a person's aptitude and attitude towards education for good.
- **M.Ed. Course**

While M. Ed. Course is a more comprehensive and specialized course in education, the teachers prepare M. Ed. students in the areas like **Curriculum designing, Administrative roles in schools leadership, roles in School management, experts in Teacher Education and Educational research.**

M. Ed. Course adds a number of additional professional skils like Counselling and Instructional planning,

Practical training is given to students so that they can get employed in School administration as **Co-ordinators, Vice- Principal and Principal etc.**

Focused group discussions and Brain storming sessions helps them develop professional skills.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2

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

Response: 95.96

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

2021-22	2020-21	2019-20	2018-19	2017-18
18	21	20	18	18

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of LMS	[View Document](#)

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 94.79

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

Response: 437

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Any additional Links	[View Document](#)

2.3.4

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

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

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of resources used	[View Document](#)

2.3.5

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

Response:

Continual Mentoring is provided by the teachers for developing professional attributes:

The students are assigned group supervisors in B.Ed. Semester I and each group comprises of 12 to 13 students. The small batch ensures that individual attention is given to students by the group supervisor. The students conduct Internship and Teaching Practice activities in the subsequent semesters under the able-guidance of the assigned Group supervisor.

Working in Teams

- The small batch of students transforms into a strong and supportive team. They visit different types of schools , innovative centers, they observe, discuss and prepare reports together.
- During TP, they prepare time-table, offer Mid-Day meals and organize cultural and sports activities and gradually develop competence in managing all the classroom and outside activities together.
- In the M.Ed. Course students work together during T.P. , project works completion, collection of data and preparation for Dissertation work.

Dealing with student diversity

- During field visits and T.P., the trainees come across different types of students like the specially abled, very small children in nursery schools, teenagers, students from marginalized section, first generation learners etc so they develop a sense of empathy and understand the different needs of the students thereby address the issues according to the needs of the students.

Conduct of Self with Colleagues and Authorities

- During the month long stay in schools in 3rd and 4th semester of B.Ed. the students hold staff meetings, prepare time-table in consultation with the school teachers, almost daily interact with school Principal and study the school records and discuss issues that they face during teaching.

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- The students gradually learn managing time, distribute duties among themselves like conducting morning assembly, manage classes of peer team in case of any emergency , share TLMs, prepare teaching aids together.

Balancing Home and Work Stress

- Teaching Practice duration is exhaustive in nature. Moreover our students come from different districts also so a lot many have to travel from Akhnoor to Jammu or Kathua and Udhampur to Jammu, largely girl students from LIG and MIG groups opt for B.Ed. and M.Ed. so they are supposed to do household chores as well.
- The group supervisors are very supportive , they encourage and suggest means of easing out the pressure of daily performance in their Classes. Smart work in preparing readily available no cost teaching aids are suggested eg. Lunch boxes for teaching Balanced diet, Videos on mobiles for teaching Circulatory system etc.
- A number of Yog shivirs and counselling sessions are organized in the college also to teach balancing of mind, body and soul.
- The group supervisor mentors, counsels and resolves group conflicts, if any.

Keeping oneself abreast with recent developments in Education and Life

- GCOE Jammu is a hub of activities. A number of seminars, conferences and workshops have been conducted to apprise the students about NEP 2020, e-content development, Research methodology, Innovative pedagogy, G-20 summit and role of India in sustainable development.
- Besides, programs on saving heritage, environment, Plastic free earth campaign, drug de-addiction and gender sensitization are held regularly.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1. **Special lectures by experts**

2. **'Book reading' & discussion on it**

3. **Discussion on recent policies & regulations**

4. **Teacher presented seminars for benefit of teachers & students**

5. **Use of media for various aspects of education**

6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

At GCOE, Jammu every effort is made to nurture creativity, innovativeness, intellectualism, empathy and life skills, so that the students develop a healthy mind, body and become conscious of their existence within the greater realm so that they live with clarity and purpose.

Life Skills:-

- The biggest challenge in the post-industrialist world is to save children from distractions and digression around them.
- Lack of focus, disturbed state of mind is the new norm due to social media influence. Hence the college periodically organizes Yog Shivirs in collaboration with AYUSH and Art of living organizations to allow the students to experience and evolve their real self.
- Deep cleansing of mind and regulation of thoughts has come up as the best life skills and GCOE Jammu aims at giving the best opportunity to experience self awareness.
- In the curriculum also, Life Skills as a subject is introduced in the B.Ed. Course. In M.Ed. Course, Advanced Communication Skills, Personality Development covers areas related to overall development of life skills.

Creativity:-

- Every child is born with some creative skills. GCOE, Jammu organizes many events like

painting, poster making, slogan writing, story writing, and poetry, theatre events where the students get the opportunity to release their pent up emotions and experience cathartic effect.

- Our students have won prizes in many events at State Level and National Level. Through sports also we try to channelize their beaming energy.
- Ms. Shivani of B.Ed. participated in International Wrestling event at Thailand. Participation is encouraged rather than competition so that they nurture and explore their innate talent.
- The curriculum of B.Ed. and M.Ed is designed in such a manner that it gives ample opportunities in nurturing creativity through theatrical activities, beautification of college, making of useful teaching aids, making of best out of waste etc.

Innovativeness:-

- Many events are organized to explore the innovative ideas that the Youth can contribute towards the progress of the nation.
- Through Idea Fest, Teaching Aids Making Competition and several other events innovative ideas are invited and duly acknowledged by the faculty and administration.
- Workshops and conferences in approaches in teaching methodology, introduction of new approaches in pedagogy is a regular feature in the college.

- At GCOE, Jammu every effort is made to nurture creativity, innovativeness, intellectualism, empathy and life skills, so that the students develop a healthy mind, body and become conscious of their existence within the greater realm so that they live with clarity and purpose.

Intellectual and Thinking Skills:-

- Through theory and practicum intellectualism is promoted.
- Various Indian thinkers and educationists are discussed at length, numerous experts are invited to share their expertise, and prominent citizens from the civil society are invited to interact with students like
- Padam Shree Dr. Jitendra Udhampuri was invited on many occasions. He is an august alumnus of the institution. Each interaction acted as a source of inspirations for the students.
- Padamshree Sh. Shiv Nirmohiji was honored in the college. As an alumnus of the college he shared his experiences which enriched the audience during alumni meet.
- Padamshree Sh. Mohan Sigh ji a doyen of Dogri literature was invited. His voluminous work inspired awe and admiration in the students.
- Similarly, academicians, educationists from colleges with which we having MOU's are invited during different programs.
- National, International speakers, Technical experts, famous communicators are also invited so that the students get exposure towards the latest happenings at the local level, national level and international level.

Empathy:

- Without empathy, an intelligent being is a burden to the society. So, GCOE, Jammu ensures that the students become empathetic to the fellow beings, nature and the globe at large.
- Through outreach activities, we ensure the students come across the various facets of Indian

society.

- Through adopted villages we try to inculcate the feeling of 'Sewa Parmo Dharmo'.
- Through Blood Donation camps students learn to become givers.
- Through environmental protection activities they learn to become responsible towards environment.
- Through heritage visits they understand their fundamental duties of protecting the rich heritage of the country.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4 Competency and Skill Development

2.4.1

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

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

Response: B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: C. Any 4 or 5 of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: B. Any 3 or 4 of the above

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

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. Preparation of lesson plans

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: D. Any 2 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: B. Any 3 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Government College of Education Jammu is the only premier government institution that is imparting quality training in Teacher Education. The college seeks formal permission from State Institute of Education, Jammu, J&K for Teaching Practice of B.Ed. and M.Ed. students in Government Schools of Jammu Region. A list of around 30 Government schools is given to the college for Teaching Practicum session, every year. Since it is a well established reputed government institution the college gets permission without any apprehensions. In fact many government teachers/principals in these schools are proud alumni of GCOE, Jammu. Teaching Practicum is an age old practice since long hence the school authorities are already familiar with the entire process in Jammu region. Before taking the groups to schools the respective Group Supervisors orient the Pupil Teachers about government schools functioning, delivery of lessons, framing of Time Table, conduct of Morning assembly, Understanding the School Administration and hierarchical order of schools, Mid-Day meals, Observation of Teacher's Lessons, Staff meetings etc. Overall a wholesome practical experience of school environment is given to the students. The training part acts as a life changing experience for the B.Ed. and M.Ed. students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.9

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

Response: 17.31

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

Response: 13

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)
Any other relevant information	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

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

Response: D. Any 2 or 3 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Monitoring Mechanism of Government College of Education, Jammu

Internship and Teaching Practice is an integral part of B.Ed. and M.Ed. Course. Our institution is one of the premiere government teacher's training institutions. It is the only Government B.Ed. college in the entire Jammu region. Over the years, this college has established itself as one of the most popular institutions in Jammu region. Due to its disciplined academic environment, it is much sought after by students of J&K. Teaching practice sessions are given utmost importance during each academic year

In the beginning of the session, the college administration devises a sequential plan for conducting Internship and Teaching Practice. The availability of Government Schools assigned for Teaching Practice is also taken into consideration as the government schools follow a different academic calendar. The following major steps are taken:

1. **Permission for conducting Teaching Practice in Government Schools**: The College Principal sends a formal request to Chief Education Officer, Jammu (Govt) for giving permission to conduct Internship and teaching practice in Government schools of Jammu region. It is a common practice in J&K that Government College prefers TP in Government Schools and due to our established reputation, we get permission easily and the permission only needs to be revised periodically.
2. **Teaching Practice Group formation by B.Ed. and M.Ed. Coordinators:** The B.Ed. Coordinator divides the students into different groups and each group is assigned a Group Supervisor preferably a group comprises of 13-16 students.
3. **Orientation of Students before joining Teaching Practice in Government Schools**: The students are well oriented in internship activities and Teaching approaches and Lesson Plan demonstrations are given by experts from College and other Colleges with whom we have signed MoU's.
4. **Formation of Committee of External Observers:** An inspection team is constituted that is comprised of the college principal, B.Ed./M.Ed. coordinator and one teaching faculty member.

The team visits the various government schools without any pre-scheduled information to the respective school & group supervisor. This ensures transparency, accountability and regularity of the groups.

5. Internship and Teaching Practice During Pandemic: T.P. was conducted through online mode in simulated condition and Pupil Teachers taught their peer group as government schools were closed during pandemic period.

6. Collection of Feedback from School students is also collected by IQAC.

7. Observation of Lessons by the School Principal and School Teachers: Government School teachers and the Principal of the respective schools also observe the lessons delivered by our students. They also give their feedback and observation. Students hold meetings with staff members and school principal..

8. Daily attendance of Pupil Teachers is taken by Group Supervisors and sent to B.Ed. Coordinator Whats App group. In M.Ed. only one teaching group is formed and it is supervised by M.Ed. Coordinator.

9. Group Supervisors mentor and guide the students during teaching practice.

10. On the concluding day of the teaching practice, the respective Govt. School Principal issues a certificate of completion of successful Teaching Practice and completion of Internship by Pupil Teacher of GCOE Jammu.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.12

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

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

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

Response: C. Any 2 or 3 of the above

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

2.4.13

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)
Any other relevant information	[View Document](#)
Any additional Link	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 70.71

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 95.96

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 19

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

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 0.72

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

Response: 13

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The faculty members of Government College of Education, Jammu are pro-active and keep themselves updated and up skilled by participating and organizing seminars and conferences of national and international repute. During the session 2021-22 a number of online/ offline conferences and workshops were conducted to discuss NEP 2020, understanding the modalities of NAAC and Internal Quality Assurance. Use of new softwares like SPSS, Cyber Awareness etc. Various in-house discussion sessions were held to discuss issues, challenges and implementation of NEP 2020 with reference to setting up of new courses for B.ED training as envisioned in NEP 2020. Different Faculty members of this college were invited as resource persons by different institutions namely Shri Mata Vaishno Devi University, Govt degree College Hira Nagar, Rajive Gandhi College of Education and TDS college of Education.

Teachers also participate in various faculty development programmes such as orientation programmes, Refresher Courses, Seminars and other interactive in house programmes.

Faculty members are encouraged to present their work at National and International Seminars and Conferences.

The college also allows Faculty members to serve as Resource Persons, Examiners and to conduct various inspections at College and University Levels.

> The College also organises various expert Lectures on various subjects which helps them to gain first hand exposure to the most recent advances in classroom teaching, reaerch methodology and inter-disciplinary collaborations.

> To manitain high teaching standards, all newly appointed faculty goes through an induction programme in which Senior faculty assist and guide new faculty in lecture prepartion, communication and personality development.This is also supported by the college Language Lab and College Research and development cell which provide faclit6iies for communication improvement and enhances research ability.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.6 Evaluation Process

2.6.1

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

Response:

Internal Evaluation is a continuous and multistage process that provides comprehensive knowledge and opportunities to improve and excel in skill enrichment. The College ensures the regularity and punctuality of the students in all Internal Evaluation activities. Morever these Internal assessment activities are conducted strcictly acoording to the academic calender of the college. Following stages are followed in B.Ed. and M.Ed. Programme:

1. Minor tests – I : Syllabus for the minor test 1 is unit 1 from the course i.e. 20% course and value 15 marks for a 4 credit course.

2. Minor Tests – 2 : Syllabus for the minor test 2 is unit 2 from the course i.e. 20% of the course and value 15 marks for a 4 credit course .

3. Sessional work comprises of the subject related activities and report writing. (10 Marks).

4.Internship activities: Students devote 2 to 3 weeks in each semester to complete internship activities.Internship is of 50 marks (2 credit course) having 30 marks for internal evaluation in each semester of B.Ed. and M.Ed. course.

5. Microteaching (4 credits) : In microteaching 2 weeks are devoted in which four Teaching skills are practiced. Each skill shall have 25 marks out of 100 marks; planning and practising the skill of micro lesson plans are evaluated by internal i.e.   concerned supervisor and is of 60 marks.

6. Practice of teaching: Teaching Practice takes place in 3rd and 4th semester for the two teaching subjects. 80 lessons (40 in 1st and 40 in 2nd subject) 20 lessons (10 on spot lessons + 8 observation lessons + 2 criticism lessons). Internal   evaluation is of 60 and external carries 40 marks.

7. Project work: Four projects undertaken throughout the B.Ed. and M.Ed. course and submit the report in 4th semester as Reflective Journal / Project. The Project is of 4 credits and value 100 marks (60 internal, 40 External).

8. Dissertation:- Dissertation is compusory in M.Ed programme. The students are guided by the allotted Supervisor in their Dissertation work regularly in order to bring originality in their research work.

9. Heritage Tour:- Heritage Tour is also organised for M.Ed students as part of intenal Evaluation in order to acquaint them with Heritage of Jammu and Kashmir in particular and with India in general.

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

2.6.2

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

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

Response: B. Any 3 of the above

File Description	Document
Documentary evidence for remedial support provided	**View Document**
Copy of university regulation on internal evaluation for teacher education	**View Document**
Any other relevant information	**View Document**
Annual Institutional plan of action for internal evaluation	**View Document**
Link for additional information	**View Document**

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

To address issues related to examination and results, college has constituted Internal Assessment Committee and Result Verification Committee. These committees oversee the results in the light of maintenance of standards vis-à-vis paper setting, evaluation of scripts and pass percentage in each course under B.Ed and M.Ed. Programme. Once satisfied with the results, it authorises its uploading on university result portal. If any compliant or query arises on the part of the students, it is directly conveyed

to the College Grievance Redressal Committee/Examination committee/ coordinator M.Ed and B.Ed who are responsible to deal with any query or problem related to the internal evaluation..All the complaints and grievances are clarified timely and there is no delay in declaration of the result. If student feels any dissatisfaction related to the result, he/ she can apply for revaluation for external marks only to the university.

Internal Assessment:

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

External Examination

The College conducts external examination as per the date sheet issued by Cluster University of Jammu.In case a student misses any examination particularly pertaining to final semesters on health grounds, such cases are usually referred to Cluster University of Jammu for further necessary action at their end.

External Evaluation:

The external Evaluation is done by the Cluster University of Jammu through subject experts by constituting panel of experts for External Evaluation. There is provision of re-evaluation if any student is dissatisfied with his/her result. He or she can approach directly to Controller of Examination Cluster university of Jammu by filling online re-evaluation form.If there is any error detected, that is corrected after scrutiny, and if there is any change in the grade for the paper after scrutiny, the grade is submitted again to the examination section who verify the facts before passing the new grade in place of the old grade after scrutiny.Most of the grievances related to the assessment/examination are received by the Institution after the declaration of the result by the Cluster University Jammu.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.6.4

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

Response:

Academic calendar serves as roadmap for the teaching faculty and the students and it is a reference point for planning and scheduling of all activities by the different committees formulated for different purposes. The college ensures the planning, preparation and implementation of the academic calendar well in advance and it is uploaded on the college website. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, minor test, sessional work, internship, semester examinations. Examination committee of the college monitors internal assessment and evaluation well in time.In addition ,inspection of Internal Assessment Record is also done by the Exaternal team constituted by Cluster University of Jammu to maintain transparency and sanctity of the teaching learning process.

1. A detailed schedule is incorporated in the academic calendar of the Institution with regard to:

Admission process

Orientation of new Entrants.

Commencement of classwork / School internship.

Internal Evaluation (Minor 1, Minor 2, Sessional work, Internship, teaching practice and Dissertation)

Remedial teaching / Tutorials

Semester End Examination

Uploading of Internal and External Awards on University Result Portal.

2. The academic calendar also highlights the need to conduct Library work, Self-Study, and practicum in a time bound manner.

3. In addition, the calendar makes it a point to provide adequate time for Elective / Optional and Pedagogic courses and the provision for the same is reflected in the Time Table.

4.Conduct of School Internship / Practice of Teaching is duly reflected in the Academic calendar.

5. All the Coordinators and Heads of the departments implement the academic calendar in letter and spirit.

6. During the Pandemic it was ensured that the sanctity of the Academic Calander be maintained online.

File Description	Document
Any other relevant information	[View Document](#)
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

Govt. College of Education is committed to achieve the Program learning outcomes (PLOs) and Course learning outcomes (CLOs). Courses offered in B.Ed. and M.Ed. Programmes are aimed to achieve holistic development and well being. Various curricular and co curricular activities such as celebration of important days/Festivals, debates, seminars, educational visits etc. help to attain the expected learning outcomes. College offers number of short term courses like personality development, Mock Interviews, participation in different activities, communication skills and also sensitizes the prospective teachers about social responsibilities through visits to downtrodden areas and slums. An expert team of mentors facilitate the students to be proficient in teaching learning process through use of ICT, access of online learning material and to gain an insight into problem solving and decision making.**Reflective Journal** depicting development of a student (self) and as a perspective teacher, "Each one teach one", "Each one plant one" are the projects that aim to achieve a sense of social responsibility, Environmental consciousness and sustainability among students.

- The syllabi / Coursework of each program enables the students and faculty to adhere to the stated PLOs and CLOs which are available on the College website.
- The Transaction Plans are in accordance with the teaching learning outcomes.
- Internship in all programs is conducted according to the stated CLOs and PLOs.
- Assessment is done keeping in mind the learning outcomes..

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 95.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
220	218	217	206	213

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.7.3

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

Response:

The syllabi of courses are designed by the University in consultation with Senior Faculty members based on the desired learning outcomes and provides best opportunities to imbibe professional and personal attributes among students. PLOs and CLOs prescribe what students are expected to demonstrate on what they have learned, whereas the assessment plan shows how they will demonstrate their learning. After admission process, students go through regular classwork that is fully aligned with the learning outcomes, stated at the onset of each course. Prospective teachers get classroom teaching experience in simulated condition during the fifteen days Microteaching practice and become confident in numerous teaching skills. Then they are being sent to different schools for real classroom experience for macroteaching of eight weeks. To create an inclusive approach, internship is designed in which students visit different innovative centers like Schools for Deaf and Dumb, School for blinds and Indian Pollution Control Association (IPCA) etc. All these experiences add to the knowledge as well as personality of the future teachers. Knowledge gained by the students is evaluated on the basis of exams, quizzes, co curricular activities etc.

Students are oriented in planning of lesson, demonstration, internship, microteaching, and practice of teaching, which are monitored and supervised by the teaching faculty. Timely feedback in the form of observation is given to students after the delivery of lesson in actual classroom. Gradual progress is seen

in the performance of the students in Practice of Teaching from Sem III to Sem IV. Students also become well versed in Internship activities from Sem I to Sem IV. Each Group Supervisor gives individual attention to his or her group students during the entire B.Ed and M.Ed duration.

- All theory classes are conducted as per the academic plan aligned with Knowledge, skills and Communication keeping in view PLOs and CLOs
- The internship activities comprising of School Engagement, Pre Practice and Demonstration are also part of Holistic development of Students as a competent professionals
- Assignments, Projects , Internal and External Evaluation are part of curriculum aspect.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.4

Performance of outgoing students in internal assessment

Response: 90.22

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

Response: 203

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	[View Document](#)
Data as per Data template	[View Document](#)
Link for additional information	[View Document](#)

2.7.5

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

Response:

Theory and Practicum : B.Ed. Semster I

Admission in B.Ed course is done by Jammu and Kashmir Board of Professional Entrance Examination (BOPEE) which is mostly based on teaching aptitude. The institution identifies their initial learning needs through orientation in the college. B.Ed. is a professional course.They are also acquainted with teaching methodology, approaches and Education Policies etc.

Observation, Class Performance, Sessional Works, Minor Tests, Major exams , Viva -Voce is taken in the end of each semester.

Internship and Field visits

School internship gives them exposure to Anganwadi system, Innovative Center, Pre primary School, Primary, Middle and High School etc which is earlier not known to them. The group supervisors apprise them how to observe lessons and interact with the Children,Staff and Management of different schools. Their performance is assessed in the Semester End Examination.

Practice of Teaching
Micro-Teaching B.Ed. Sem II

Teaching Practice is one of the most perplexing tasks for the students in the beginning. During microteaching, the teachers train the students to focus on one skill at a time while delivering micro-lessons. For most of the students, it is a first time experience to take the Center stage. Communication, Teaching, Making Teaching aids, Lesson planning is difficult for them but the teachers give them demonstrations, suggestions and feedback which improves their perfomance before doing T.P. in Govt Schools in 3rd Semester. Micro teaching skills are assessed through Rating Scales and marks are distributed according ot the learning of assigned skills. Viva-Voce is taken along with Semester End Examinations

Macro-Teaching in B.Ed. Sem III and Sem IV

Teaching in schools is one of the most challenging tasks for B.Ed. students. But when they start teaching in actual Classrooms they develop a sense of belongingness and dignity in themselves. During the month long training in schools in both the semesters, students overcome the barriers of Teaching Learning Mechanism. Teaching of two pedagogical subjects, observation lessons and Criticism Lessons are done by the students in schools. Their teaching acumen is finally assessed in the semster end, through Final Teaching Practice and Viva Voce conducted by External Observers invited from the panelists of Cluster University/Jammu University .

M.Ed. Course

 M.Ed. is a specialized course that provides an opportunity for professionals in the field of education to undertake advanced coursework and research in their areas of interest. As B.Ed. is the eligibility for seeking admission in M.Ed. so most of the initial learning needs are already catered in B.Ed. However, the College follows the academic Calendar in order to cater the initial needs of the students through various curricular and co-curricular activities in order to enhance their performance during the course.

Example 1. The college also organises various workshops, seminar, Debates and symposiums to improve the performance of students.

Example 2. Value dded programmes such as Arogya Vidya, ECCE and Communication Skills are also organized for the students of B.Ed. and M.Ed. to cater their initial learning needs.

Final performance is assessed in semester end examination, Viva voce and Dissertation work.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.45

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

3.1.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: B. Any 3 of the above

File Description	Document
Sanction letters of award of incentives	[View Document](#)
Institutional policy document detailing scheme of incentives	[View Document](#)
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.4

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

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

Response: B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)
Details of reports highlighting the claims made by the institution	[View Document](#)
Copyrights or patents filed	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2 Research Publications

3.2.1

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

Response: 2.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	6	7	8	9

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 2.37

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
11	14	11	08	03

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response: 5.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	4	4	8	2

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

3.3.2

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

Response: 45.44

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

2021-22	2020-21	2019-20	2018-19	2017-18
245	200	225	175	220

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 66.55

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

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2021-22	2020-21	2019-20	2018-19	2017-18
375	390	250	325	220

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

3.3.4

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

Response:

College has always been open to all the social issues and have conducted various activities which are directed towards the social development of the community. The activities are conducted in three tier manner:

1. **Outreach programmes via Internship and Teaching practice.**
2. **Outreach programmes via Field visits.**
3. **Outreach programmes via Academic and Out Campus activities.**

1. Outreach programmes via Teaching Practice and Internship: Internship and teaching practice are an important aspect for the students of B.Ed – M.Ed where they go for community engagement and other such activities. The components like visit to DIET, SIE, Innovation Centre, Conduct of Morning Assembly and many different activities like counselling sessions, sensitization and awareness programme helps in the holistic development of the Pupil Teachers.

2. Outreach programmes via Field visits: We adopted the village Muthi and Nadwal for expanding our outreach programmes. These programmes are meant to influence the community where the indicators of education and development are really alarming. The NSS wing has always been active in conducting various environmental activities like no polythene drives , mask making drives, out of campus cleanliness, a various social and environment plantation drive and organises symposiums, seminars, debates, medical and blood donation camps, AIDS awareness , drug abuse awareness, heritage walks, Swachh Bharat initiatives in the schools etc and Conduct of Online workshops with the various ministries of the country like Ministry of Education, Ministry of Environment.

3. OUTREACH IN TERMS OF ACADEMIC AND OUT CAMPUS ACTIVITIES: Our college

has always been keen on conducting several outreach activities in various zones of Jammu division by providing them training and updating their knowledge and skill set. The students of our college do internship under DIET and SIE thus enabling them to increase their knowledge about the ways they have to teach and the various academic and out campus activities that need to be included in the curriculum in order to know about the grass root problem of low pass percentages in government schools and low attendance of the students. Students are sent to government schools for teaching practice and counselling sessions. . Our students give counselling sessions to students who face learning problems or find it difficult to understand particular topics . They take the help of teaching aids prepared by our students so that it becomes easier for the students of government school to understand the topics both theoretically and practically . Different approaches are adopted by our students like the constructivism approach the RCEM approach for making the students understand various lessons thus making it child centred and activity centred teaching. Thus ,real hands on experience is provided to our students thereby helping the school students to understand things and apply them in reall life situation. Out Campus activities like group discussions on important topics, outdoor games etc were also conducted to develop the personality of the students in physical ,mental ,social and psychological aspects.

All such academic and out campus activities were conducted in order to contribute to the community development by way of addressing learning gaps through pedagogic inputs.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)
Any other relevant information	[View Document](#)

3.3.5

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

Response: 4

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	2

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

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

Response: 5.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	5	4	4	3

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
List of teachers/students benefited by linkage exchange and research	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.2

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

Response: 9

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance,**

other universities, industries, corporate houses etc. during the last five years

Response: 9

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

GCOE Jammu has well furnished and spacious physical infrastructure spread over in an area of 19.9 Kanals(2.48 Acres) land. The college has adequate Classrooms equipped with modern educational technologies with Wif-Fi facility along with the following infrastructure;

- Development Cells viz. IQAC, NSS Room, Women Development Cell, etc.
- School of Teacher Education
- Research and Development Cell
- Science Lab/AV Room
- Library Block
- Parking Area
- Indoor sports facility
- Chowkidar Hut
- Toilet Complex for male and female(Students and Faculty)
- Store Rooms and Store sheds
- Canteen
- Girls Common Room
- Multipurpose Hall and Conference Hall
- Staff Rooms and faculty rooms
- ICT Lab and Browsing Centre

The College has spacious well furnished staff room and the Principal's chamber. The Teaching faculty are keenly making use of E-learning resources like Google Classroom/google meet/Lesson planning apps for further enrichment of teaching-learning process. The College library is also a member of N-List for online access to books and journals.Moreover, the college has two halls - a conference hall and a multipurpose hall, catering to the demands of debates, symposiums, guest lectures etc. for different co-curricular activities. The college administration has taken several commendable initiatives to enhance the campus infrastructure and facilities, catering to the needs of its students and promoting inclusivity. One of the significant projects underway is the installation of solar grid panels, which not only demonstrates the institution's commitment to renewable energy but also aims to reduce its carbon footprint and ensure a sustainable future. In addition, the college facilitates the students by providing them with separate girls' and boys' common rooms. These common areas will serve as hubs for socialization, relaxation, and collaborative work, fostering a sense of belonging and camaraderie among the students. In line with the college's dedication to inclusivity, ramps and toilets for the specially-abled is constructed. Provision for emergency exit facilities through staircases is also available, further enhancing safety measures on campus. Acknowledging the significance of a versatile multipurpose hall, the college has undertaken its upgradation. Language proficiency is a vital aspect of education, and to improve language skills, the

college has committed to upgrading the English language lab. This modernized facility will offer students advanced language learning resources and interactive tools, enabling them to enhance their communication skills effectively. Moreover, the college has also established an indoor chess, table tennis, and carrom hall. Additionally, a baby care zone and a happiness zone has been established for the wards of married students and faculty, ensuring their well-being and providing a supportive environment during their examination. The college administration has also secured funds for the construction of a multi-story building, which will accommodate the growing needs of the institution. This expansion will provide additional classrooms, laboratories, and administrative spaces, catering to the evolving academic requirements and facilitating a more efficient and modern learning environment. These transformative initiatives collectively underscore the college's commitment to fostering a dynamic and inclusive learning environment, empowering students to excel academically and personally while embracing sustainability and technological advancements.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.1.2

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

Response: 100

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

Response: 11

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

Response: 11

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to relevant page on the Institutional website	[View Document](#)

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 33.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
34.2	137.28	62.54	6.01	18.96

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

The college library is using KOHA version 3.22 as a Library Management Software to automate various library operations such as cataloging, circulation, acquisitions, etc. Koha is a comprehensive library management software that simplifies and automates library tasks. Koha empowers libraries to enhance their operations and deliver exceptional services to their patrons with its user-friendly interface. Koha offers a robust cataloging system that allows libraries to create comprehensive records for books, journals, media, and other materials. This feature enables librarians to input essential information such as title, author, publication details, and subject headings, ensuring accurate and standardized records for easy retrieval for the users. The circulation module in Koha simplifies the lending process, automating tasks such as issuing and returning items, tracking due dates etc. With Koha's user-friendly interface, library staff can efficiently handle borrower registrations, checkouts, and renewals, enhancing the overall user experience Books have been properly cataloged with classification and subject headings and the process of entering data of the library books continues as every year books are added in the library using

Standard MARC-21 format. Electronic Identity Cards are prepared and issued to students every year. Owing to its remarkable flexibility, scalability and cost-effectiveness, koha has harnessed all the in house activities of the library and catapulted it to the forefront of the library management landscape. Koha is being extensively used leveraging its features and benefits.

It has improved access through the system's web-based interface, which allows patrons to search catalogs online. It also provides real-time reports on library usage, Reports on circulation statistics, patron behavior and resource usage are readily available. Above all koha is open-source software, which means it is free to use and can be customized to meet the specific needs of a library. This is one of the biggest advantages of LMS. It also provides community support who share knowledge and contribute to the development of the system.

The college library has initiated the process of migrating the existing (KOHA Software version 3.22) on cloud server (Version 2211.11.07). This technology will enhance efficiency, accesiblity by 24*7 secuirty.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Web-link to library facilities	[View Document](#)

4.2.2

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

Response:

The college has subscribed the N_List services that is being extended to the College falling under 12B and 2F category and the service is renewed annually. N-LIST is an initiative of Ministry of Human Resource Development under National Mission on Education through ICT to extend e-resources to colleges in India. It gives access to more than 6,000+ electronic journal, 97,300+ electronic books and a bibliographic database called MathSciNet containing more than two million reviews of research articles in mathematics. Almost all students of B.Ed, M.Ed, Integrated B.Ed/M. Ed and the teaching staff are registered in N-List for remotely accessing available resources through publishers sites such as JSTOR, NDLI through world ebook Library etc.

MOU with DELNET since 2021:
An MOU has been signed with DELNET Since Sept. 2021 and is being continuously renewed every year. DELNET database is being accessed remotely by all through login username and password provided to the college and unlimited resources are discovered through new discovery portal. Even loan facility/online document delivery is also being extended to the seekers. A certificate of appreciation has been received by the library for being an active data contributor by sharing their library records for

enhancing DELNET best practices-data sharing and accessibility.

Subscribed e-books:

15 e-books have been subscribed and can be accessed by anyone at anytime.

The college library has its own library web page (https://www.gcoedu.in/library.php) hosted on the college website with facilities like online catalogue(WebOPAC) and e-dissertations of the M.Ed Programme. Links to important sources, e-content of dissertations and reflective journals is also available on the web page of the library under facilities. Also, the page maintains annual library report of grant utilization, books purchased, user statistics along with bar charts, student feedback analysis, library blog (http://gcoelib.blogspot.com/), photo gallery of the college activities and events and other important information about the library.

The college has approached INFILBNET, Gujrat for the subscription of plagiarism detection software(PDS) through the Cluster University of Jammu.

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Any other relevant information	[View Document](#)
Landing page of the remote access webpage	[View Document](#)

4.2.3

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

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

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2.4

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

Response: 7.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.6	7.0	23.5	1.2	1.9

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2.5

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

Response: 0.26

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

Response: 25

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

Response: 25

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 25

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

Response: 25

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

Response: 25

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

4.2.6

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The entire college is having Wi-Fi facility for faculty and students . The internet connectivity is provided through BSNL fibre connection and BSNL Broadband connections delivers an approximate data speed of 70 Mbps. As far as the internet bandwidth is concerned, the college has gradually increased the bandwidth speed and switched over to a fibre connection for more speed and reliability in data transfer. In the year 2020, the college acquired its first BSNL fibre internet connection for its M.Ed Block and subsequently after experiencing the service by the ISP, the college acquired its second BSNL fibre high-speed internet connection for its Research Hub. Moreover, the institution has witnessed a significant augmentation in the ICT facilities. The college now has 04 Interactive Smart Panels, and 02 Andriod Based Smart Boards, all 07 classrooms of the college have a digital infrastructure for teaching and learning. There is a power back by the Generator Set(40 KVA) that caters to emergency needs during power outages in College premises. In addition to the existing ICT facilities mentioned, the college has further expanded its technological infrastructure to enhance teaching and learning experiences. The college boasts computer labs equipped with modern desktop computers and high-speed internet connectivity. These labs provide students with access to various software applications and online resources to support their academic endeavours. The college has subscribed to digital libraries and online databases, providing students and faculty with access to a vast collection of e-books, research papers, journals, and other scholarly resources. Software facilities

Operating System: Windows 7, Win8 and Win10

Database Management Systems: Microsoft Access 2016

Office Software's: Ms Office 2016

Other Facilities Available

LAN Facility- Yes

Wifi-Facility-Yes

All the computers in the computer laboratory, administrative block and library have internet connectivity.

The Teaching faculty is keenly making use of E-learning resources like Google Classroom/google meet for further enrichment of teaching-learning process. The institution encourages teachers for online teaching, assessment & evaluation of learning. Lastly, to further enhance connectivity and facilitate seamless access to information, the college is in the process of transforming into a fully Wi-Fi enabled campus. This development will empower students and faculty with convenient internet access, enabling them to engage in online research, collaborative projects, and remote learning opportunities.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 6.4

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 70

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 70

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Any other relevant Information	[View Document](#)
Link for additional information	[View Document](#)

4.3.4

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

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

Response: D. Any 1 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)
Link for additional information	[View Document](#)
Link to videos of the e-content development facilities	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 33.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
31.31	140.54	77.65	4.24	8.39

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.4.2

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

Response:

The College of Education offers state-of-the-art facilities so that students and faculty can draw maximum benefit. An optimum budget is allocated yearly for the maintenance and inclusion of infrastructural facilities. Various Committees like the Purchase Committee, Library, Advisory Committee, Finance Committee, and the IQAC ensure that only the needed infrastructure is added on and at every level care is taken to check on the purchase of
equipment for the institution. The basic facilities of the Institution include a power backup facility, Car parking, multipurpose hall/room, conference hall, a Canteen, and restrooms for students, faculty and visitors. Our institution has a well-resourced Psychology laboratory/psychological and counseling cell consisting of more than fifty tests including performance tests/aptitude tests/Inventories. Faculty and Research scholars utilize this laboratory and can access the tools available here with the permission of the faculty in charge. Our college has a Research and Development cell where many research activities are conducted so that our college thrives to become a research center for excellence and strengthen ties with society in order to cultivate a sense of research culture and social responsibility in the students and inspire them for undertaking community work. The teaching and non-teaching faculty are deputed to undertake various orientation and refresher courses conducted by the Higher Education Department/different universities to enhance their professional skills. Furthermore, the NSS, Red ribbon club, Science Club, and Eco Club of the college are very active in the college of education. These clubs/units work in collaboration with other external agencies like JMC, Ayurvedic hospitals and so on and organized varied activities at local, regional, and national levels. The NSS unit maintains the social services within the campus and outside it and hence the holistic developmental aim is achieved. PTI and the student council takes responsibility for the maintenance of the sports facilities.

The Language Laboratory facilitates individual tutoring by faculty as well as self-learning by the student-teachers. LCD enables lectures to be made more interactive. Regular servicing of the systems keeps them in good condition always. Computer Sciences Laboratory is also well equipped with internet connectivity and the stock register is maintained by the college storekeeper. It provides internet access facility to all the students and faculty of the college. The college library is fully automated with the library management system KOHA. The entire library is barcoded and has an open access system with electronic resources of INFLIBNET/NDLI, made available to all. The college library offers blog space on the college website for the latest updates about library events. The Library Advisory Committee meets twice a year to discuss and check on the library facilities. Our classrooms are equipped adequately and well furnished with technology supplemented through smart boards. The institution also has adequate power backup and so that the classroom transactions and administrative procedures go unhindered. Recently, the college has also installed Solar Power Plant as an alternative source of energy to cut out on the carbon footprint of the college.

File Description	Document
Any additional information	[View Document](#)
Link for additional inflrmation	[View Document](#)
Appropriate link(s) on the institutional website	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
Upload any additional information	[View Document](#)
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.2

Available student support facilities in the institution are:

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

9. **Canteen**
10. **Toilets for girls**

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 4.24

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	03	8	9

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 10.45

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 23

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

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

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2.3

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

Response: 6.37

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

2021-22	2020-21	2019-20	2018-19	2017-18
28	17	08	10	6

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)
Paste link for additional information	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

The student council plays a crucial role in the functioning of an institution by serving as a representative body for the student population. Student councils act as a bridge between the student body and the administration or faculty. They gather feedback, concerns, and suggestions from students and bring them to the attention of the appropriate authorities. This ensures that the student's voice is heard and taken into account in decision-making processes. Once the election is announced every year, students perform a critical assessment of their own abilities and skills and decide whether he or she would like to serve on the Students Council.

The Student Council of GCOE plays a supportive role in the following:

1. *Students are part of different college committees:* IQAC, Cultural & Sports, Discipline, Literary, Advisory, Tour & Picnic, Newsletter and Magazine, Grievance, SPARSH Website, Career Counseling, NSS, Nature Club, Research and Development Cell and Browsing Centre.

2. *Conducting and organizing events:-*
The Students Council is actively involved in the planning and development of various curricular and co-curricular activities within and outside the College campus. Moreover, the Council helps in celebrating major festivals, National as well as International days of importance, conducting medical camps and extending charity services.

3. *Act as Mediator between Students and Administration:-*
Student Council acts as a strong medium to project difficulties, if any, encountered by the students in the institution regarding examination, infrastructure, sexual harassment and ragging, etc. All the grievances are seriously taken and redressed on a fast-track basis. Through open dialogue and negotiation, the Student Council strives to create a conducive environment that promotes collaboration and understanding. Their role as a Mediator helps to address conflicts, ensure transparency and work towards mutually beneficial outcomes for both students and administrators.

4. *Contribution towards Campus Beautification:-*

Student Council plays a vital role in the beautification of the college premises. The students plant a variety of seasonal flowers/ornamental plants in order to enhance the beauty of the campus. Moreover, students enthusiastically painted the walls of the campus on various themes such as Swachh Bharat, Beti Bachao Beti Padhao, G20 and Conserving Heritage etc.

5. My College My Pride

Students of GCOE have created Happiness zone under the banner of My College My Pride. This location is dedicated for recreational activities such as indoor games, Book reading, Share and care , Meditation Room. Its a special space for the students to relax during their free time and engage them in activities that promote well-being, Happiness Zone has been created in the College premises with the active cooperation of the Students Council. The happiness zone is a unique step taken by the GCoE Jammu. Happiness Zone is being used by the students to connect with others, build relationships and contribute to building a supportive and welcoming community.

6. Innovation Practices for Conserving Native Art and Craft:

Students are very innovative and use their skills in various ways, for example, Souvenirs presented to the guests are handmade paintings and artifacts depicting the local culture. Among these Souvenirs are GI Tag Basohli Painting, Mandala Art, Madhubani Paintings, Kangra Art, Dogri Chunni, etc. Students of GCOE are commmitted to revive Indian Knoweldege System.

File Description	Document
Upload any additional information	[View Document](#)
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)
Paste link for additional information	[View Document](#)

5.3.2

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

Response: 11.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	7	10	7	6

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)
Paste link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni Engagement

Without a strong relationship with Alumni, the prospect pool of any Higher Education Institution will be significantly reduced as the Alumni Association has the potential to be the most loyal and generous supporter. Keeping this aspect in mind, the Government College of Education Jammu actively involved the Alumni Association in several activities.

1 **. Guest Lectures and Career Counselling**

Prominent Alumni are invited to provide inspirational lectures from time to time to update the students regarding career opportunities etc. They serve as a resource for job and internship opportunities by connecting students with their professional networks. The eminent guest speakers, who have vast experience in their respective fields, shared valuable knowledge and personal experiences thereby guiding students towards making informed decisions about their career paths. The lectures covered various aspects such as self-assessment, exploring different career options and developing skills necessary for success. They emphasized the importance of aligning their passions and interests with their chosen careers fostering a sense of fulfillment and purpose. Furthermore, the sessions provided practical advice on resume building, job searching and interview techniques equipping the students with the necessary tools to navigate the competitive job market. Overall the guest lectures and career counseling sessions served as a beacon light empowering students to make well-informed decisions about their future professional endeavors.

2 **Networking**

Alumni Association offers networking opportunities that can connect recently passed-out Graduates and Post-Graduates with established professionals and help students pursue career changes. Through Alumni networks, students gained access to a vast pool of successful professionals who have graduated from the same institution. These Alumni are often eager to give back to their alma mater by offering mentorship, internship, job shadowing and even job placements. The Alumni having diverse industry experiences and insights are providing students with valuable guidance and advice in navigating their chosen fields.

3. **As a Guiding Force**

Alumni are called upon to serve as a guiding force in various academic and professional activities like workshops, seminars, conferences and value-added courses of an institution. They can advocate for their college in their respective fields to promote the institutional reputation and the Alumni Association of GCoE Jammu is playing a crucial role in this direction.

4. **Bridge Gap between Aspirants and Achievers.**

Alumni of GCOE have bridged the gap between achievement and achievers. They guide students as to how to excel in their examinations.

5. **Break Stereotypes.**

No doubt B.Ed is only for the teaching profession but our Alumni have secured positions in the bureaucracy, entrepreneurship and various other fields which reflects that professional skills of the teaching-learning process have applicability in all job areas.

6. **As a Role Model.**

Alumni are the role models for the students of GCoE. They are highly inspirational for the students. Alumni who have excelled in their chosen fields inspire and motivate current students to strive for excellence and set ambitious goals. By sharing their success stories and experiences, alumni provided valuable insights into the practical aspects of their respective professions. They serve as a source of inspiration, instilling a sense of confidence and self-belief in students as they navigate their own career paths. Alumni role models often become mentors offering guidance, advice and support to students as they make important decisions about their future. By showcasing the impact of education and demonstrating the rewards of hard work, alumni inspire students to dream big and work towards realizing their own aspirations.

7. **Alumni in College Committees.**

The Alumni members have been made part of different college committees like IQAC, Curriculum Planning, Career Counselling etc in order to obtain the benefit of their valuable experience and knowledge in bringing improvement in the working of the institution. Alumni bring a wealth of experience, knowledge and perspective to these committees, contributing to the development and improvement of various aspects of the college. Their valuable inputs help to shape policies, programs and initiatives that align with the evolving needs of the students. Their contributions create a bridge between the students and the professional world, providing students with valuable connections, resources and opportunities for internships, job placements etc. The active engagement of Alumni in college committees enriches the educational experience, fosters a sense of belonging and strengthens the bond between the institutions and its graduates.

8. **Community involvement.**

Alumni can participate in community outreach programs and other initiatives that promote the values and mission of the institution. We are currently in the process of formalizing our organization through the registration process marking an important milestone in our journey. The registration of our Alumni Association serves as a testament to the strength and unity of our alumni community. It signifies our commitment to fostering lifelong connections, supporting professional growth and giving back to our beloved alma mater. This significant step will provide us with a solid legal foundation to expand our activities and develop a range of valuable initiatives tailored to benefit our members. It will enable us to

establish a recognized platform for alumni networking, career development, mentorship programs and various events that bring together alumni from diverse backgrounds. We firmly believe that formal registration will further elevate our Alumni Association's reputation and credibility within both our alumni community and the wider society. By becoming a registered organization, we aim to strengthen our relationship with our alma mater and other alumni Associations.

"**PEDAGOGUE**" is the Alumni Association of Government College of Education Jammu. In the recent Alumni Meet elections of the Alumni Association took place and Dr Davinder Kour was elected as the president of the Association. Madam Nirmal Mahana, Niraja and Amarjyoti are Vice presidents, Treasurer and Cashier respectively. Registration of the Alumni Association is under process.

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.2

Alumni has an active role in the regular institutional functioning such as

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Income Expenditure statement highlighting the alumni contribution	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

5.4.3

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.4

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

Response:

"**PEDAGOGUE**" is the Alumni Association of Government College of Education Jammu. Alumni have a distinct role in the growth and development of any Higher Education Institution as such Government College of Education, Jammu is having a vibrant Alumni Association, which extends all possible

assistance for the betterment of the college and regularly guide and assist the present faculty members in conducting events like seminars, workshops, conferences etc. Moreover, the Alumni Association is facilitating in holding workshops for the students to develop their writing skills, presentation skills and other soft/behavioral skills to promote opportunities for their employability. The members of the Alumni Association even participate in the activities of the college to share their valuable experiences and success stories to groom the students for the teaching profession. It is a proud moment that the Govt College of Education is having two Padamshree Awardees in the Alumni Association having more than 100 members. Padamshree Jitendra Udhampuri and Padamshree Shiv Nirmohi in particular and other members of the Alumni Association in general always extend intellectual and moral support to their alma mater. The Alumni Association never shirked from the responsibility of holding deliberations with the present faculty members and students on recent developments in the field of education, which subsequently help the College in maintaining the quality standards of teaching and learning. The suggestions of the Alumni are analyzed by the IQAC members and subsequently, further course of action is decided by the college under the guidance of the Principal.

Each and Every member of the Alumni is very active and they keep giving their insights on all the programs of college. Madam Nirmal Mahana, who is another active social worker and Ex-Principal of Delhi Public School often keeps visiting colleges and has organized workshops on Leadership skills. Likewise, Madam Madhvi Sojanya, who is working as Announcer for All India Radio, gives her expertise in the field of communication skills. There are various alumni members who are working in the Higher Education Department of UT of Jammu and Kashmir and all of them are really a big boon to the college. Prof Jyoti Parihar, Prof Ramzan Ali, Prof Shalini Rana, Dr. Jamsheed, Dr. Gurpreet Kour and Dr Devinder Kour are constantly visiting the college and giving their suggestions for the overall development of the college. A few of our alumni members are part of the UT Administration like Madam Shweta, an IFS officer who donates plants for various plantation drives which occur in college and NSS-adopted villages. KAS officer Atul Gupta (officer at Jammu Municipal Cooperation) shared his expertise with NSS Volunteers and made campus polythene free. Madam Madhu Gupta, Principal of Model School Jammu also actively works for the placement of our students. All other members too are very cooperative and show their commitment and dedication towards their ex-college.

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

In order to make GCOE, Jammu a centre of excellence with effective leadership and good governance, in tune with mission and vision, the following steps are taken:

1. Teacher Trainees are equipped with skills of teaching and quality enhancement as per the latest regulation laid by Regulatory agencies.
2. Offering workshops in Communication and soft skills and proficiency in the use of New Age Technology.
3. Organizing academic/ professional programs like FDP, Seminars, Workshops, conferences for the professional growth of Teachers.
4. The College has been given recognition to run four years INTEGRATED TEACHER EDUCATION PROGRAMME (ITEP) by NCTE, 2023 onwards.

Various committees are framed democratically in the presence of Head of the institution and every member owns the responsibilities of the duties assigned.

1. The senior most staff members are also working as Advisory for the Administrative transparency.
2. Principal of the college ensures equal participation of all the staff members as per the excellence in their respective areas for congenial work atmosphere in the institution.
3. Non-teaching staff and Students are also made part of various committees.
4. Alumni and eminent personalities of Civil society are also involved in decision making.
5. Student presidium is constituted through proper election procedure.
6. All the programs and activities are conducted in a participative atmosphere.

Curriculum & Pedagogy/perspective plans:

The College:

- In the year 2017, became the constituent college of Cluster University of Jammu. Earlier, it was affiliated to University of Jammu, Jammu.
- The institution with active support of Board of Studies, University of Jammu proposed, framed and implemented the course structure for two year B.Ed, M.Ed and Integrated B.Ed-M.Ed in the year 2017.
- The internship and practicum are conducted by teachers in a congenial environment.

Research and Innovation :

1. Research and development cell established in 2020 with 07 Govt. Degree Colleges of Jammu province as spoke colleges under the direction of Higher Education Department(HED), JK-UT.
2. Provided first hand training (workshop) in Statistical Package in Social Sciences(SPSS) to its staff, students and faculty members of other spoke colleges.
3. Organized International and National Workshops, conference, seminars on innovation in pedagogy and Research Methodology.

Outreach & collaboration/participative mechanism

1. Outreach activities for community development.
2. The College has signed 9 MOU's with various professional organizations like Institute of Advanced Studies in Education, Srinagar, MIER College of Education, Jammu, Dogra College of Education, Rajiv Gandhi College of Education, Directorate of Ayush, J&K, Department of Health and Medical Education, MC Khalsa College of Education , Grand Academic Portal [GAP] , Duggar Manch, Indian Pollution Control Authority [IPCA].
3. Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organize local community based activities.

Infrastructure & development/perspective plans:

1. ICT Lab
2. Fully automated library
3. Smart classes
4. School of Teacher Education building
5. Browsing Centre
6. Teaching Aids Laboratory
7. Research and Development Cell
8. Girls Common Room
9. Language Laboratory
10. Conference Hall
11. ICT enabled Multipurpose Hall
12. Indoor Games Room
13. Specially Abled Toilet Block

Other Mechanisms:

1. Feedback system
2. Grievance redressal cell
3. Online Feedback System by HED

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

In order to maintain the standards and achieve the desired goals, the college has decentralized the management system by nomination of senior most staff-member as **Dean Student Welfare. Staff Secretary** and the **College Presidium** is elected in a democractic manner. They all work in consultation with different committees constituted by the college administration for the same purpose.The College has the mechanism of transparency in its financial, academic, administrative and other activities.Proper audit of grants and academic activities is done by the concerned authorities for maintaining the standard of the institution / quality of education set by different agencies.

Non-Teaching staff are also the part of decision making process and decentralized system in various committees/ activities of the college such as Committees like Finance/ purchase committee, College development committee, Physical verification committee, Internal assessment committee, Hospitality and protocol committee ,Discipline and College Beautification committee.

Students also act as members in various committees and do take part in meetings. Besides this, the class representatives from various classes (B.Ed. & M.Ed.) are involved in academic and non-academic issues concerning the students viz. organisation of co-curricular activities, educational programs and grievance redressal. Generally the grievances if any, of any student is looked after by G**rievance Redressal Cell.**

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.3

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

Response:

Transparency in Academics

Admission Process: - The admission committee of college admits the students selected through Board of Professional Entrance Examination(**BOPEE), J&K on the basis of entrance test (B.Ed.)** after proper verification of requisite documents.

Admission of M.Ed. students is done by admission committee on the basis of selection list provided by **Cluster University, Jammu.**

Transparency in Class-Work/ Internship : It is maintained as per time-table framed by Coordinator B.Ed. & M.Ed. and circulated among students and staff through whatsapp groups/Notice Boards and Website.

Assessment and Evaluation: The evaluated answer sheets (Minor Tests / Internal) are shown to the students and a **Feedback Performa** is provided to them. On the basis of inputs provided by the students necessary action is initiated. After satisfactory report by the students respective marks are uploaded.

Financial Transparency:

Transparency in Purchase: In order to ensure transparency, the institution makes most of the purchase from Government e-marketplace (GeM). Further, the payments are made through **JKPaySystem.**

Transparency in Financial Decision-Making: All the payments are received through Budget Estimation Allocation Montoring System **(BEAMS),** its purpose is to distribute the budget at various levels of state/ UT administration and to authorise expenditure.

Transparency in Pay System: The institution practice an online submission of salary bills in the treasury through **'JK PaySys Portal .** The salary slips can be assessed by the employees by logging in to the portal or through its app**" Mera Vetan" .**

Administration: - Principal of the institution ensures administrative transparency with the help of advisory committee,other committee convenors and B.Ed. & M.Ed. Coordinators. Notices/Circulars are shared through Email, Website and Whatsapp groups of the College. Each employee has full access to see their records related to leave, daily attendance, leave balance, etc.through **JKHED** Attendance Portal. Each staff member submits his /her monthly performance on online employees performance montoring portal (**EPM**) at https://epm.jk.gov.in and appraisal is verified by the Principal and submitted to Higher Education Department.This enables each staff members to record and keep track of his/her performance. The processing of Annual Performance Report of the employees is done through **JAKSPARROW** Portal.

FeedBack: Feedback given by various stakeholders is analysed in order to make improvements in the system.

ICT Usage: Transparency is maintained through the use of ICT enabled devices such as biometric attendance machines for staff (Teaching & no- teaching), Installation of CCTV's in classrooms, multipurpose hall, library, corridors for surveillance of the campus, etc.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Introduction of New Curricula with Focus on Teacher Education

In order to implement NEP-2020, GCOE, being institution of teacher education initiated the process of NCTE recognition for **Integrated Teacher Education Programme (ITEP)**. Subsequently, the institution applied online for ITEP on 29-10-2022. As per the decision of Northern Regional Committee(NRC) for ITEP course, the NCTE conducted online/ Virtual Inspection of the college on 1-12-2022. After successful virtual inspection of the college the letter of intent was served by the NCTE vide its letter no. NCTE/NRC/2324202205251153/JAMMU AND KASHMIR/ 2022/LOI Dated 30-01-2023. After addressing all the queries raised in the show cause notices (SCN) by NRC- NCTE , the college has been granted recognition order for the start of the programme.

The GCOE Jammu is the only institute from Jammu Division which has been granted recognition for pioneering integrated teacher education programme from the academic session 2023-2024.The college initially will start two units of integrated teacher education programme i.e.

- B.A. B.Ed foundational stage (with intake capacity of 50 students)
- B.A. B.Ed preparatory stage (with intake capacity of 50 students).

The College has a perspective plan framed in accordance with its vision and mission which clearly considers the different aspects for quality enhancement and improving teaching learning environment by organizing workshops , seminars and conferences related to research, innovation in pedagogy. and development of Communication skills and soft skills. The college also promotes Indian Knowledge System through AYUSH camps, Yog Shivirs, Value Added Course in Arogya Vidya, awareness

campaign cum workshop on the different kinds of Millets are also organised under the initiatives of Govt of India to celebrate International Year of Millets.

In addition, integration of technology in the teaching and learning process, establishing Research facilities and to nurture and develop Research culture among staff by publishing the Research Works in Quality Journals like UGC- Carelist and Scopus etc. Ensuring Eco-friendly environment for saving light and adopting the safety measures for disaster management by installing Fire Extinguishers, making of emergency exit.etc. The College also initiated the measures for modernising the infrastructural facliities for the betterment of teaching Learning Process like refurbishing of Girls Common Room, Multipurpose hall, room for Indoor sports. Construction of Ramps for Physically Challanged etc. Fully Air-Conditioned Girls Common Room with all the modern amenities for the girl students of the institution. The room is equipped with facilities like Wall Mount Fans, Pedstral Fans, sitting arrangements, reading consoles, artistically painted walls by the students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)

6.2.2

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

Response:

The key to effective management is, well defined policies and procedures for the functioning of every aspect of the institution and to this effect college implements the policies both in academic as well as administrative as prescribed by Jammu and Kashmir Department of Higher Education and cluster university, Jammu .J&K Higher Education Department is the controlling authority for all the higher education institutions of J&K UT .

The Commisioner Secretary to higher education serves as the Chief Executive Officer of higher education department who facilitates policy coordination , leadership and provide professional advice and recomendations to the department .

The Director colleges higher education department serves as a facilitating officer between the higher education department and all the colleges .

Principal: The Principal is the administrative head of the college and ensures the implementation of plans of the College so that regular day to day operations are properly conducted through feedback from conveners and members of different committees, non teaching staff and student community for guidance and reinforcement of the academic culture within the campus.

Heads of Departments: The Heads of Departments ensure that the plans communicated to them by the Principal are implemented systematically in consultation with faculty concerned.

Committees for curricular and Co-Curricular activities (Scholastic and Non- Scholastic)

The various committees are formed at the beginning of the year and are assigned the tasks according to the institutional plans, that enhance overall development of students.

Administrative: Apart from delivering the academic responsiblities, the faculty members in different committees and cells own the administrative responsiblities in academic, finance, debates, seminars, sports, beautification and overall development of the institution.

Service Rules: The Service Rules for both the Gazzeted and Non- Gazzeted staff, and different procedures are followed as per The Jammu & Kashmir Civil Service Regulations (JKCSR) issued in multiple volumes along with timely circulars and amendments for updation by the **General Administrative Department (GAD)**, J&K UT. The **recruitment mechanism for Gazzeted posts** is done through **Jammu & Kashmir Public Service Commission (J&KPSC)** and mechanism for recruituing and promoting Non- Gazzted posts lies with **Jammu & Kashmir Service Selection Board (JKSSB).** Class IV employees recruited and promoted by the Higher Education Department, J&K UT.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)

6.2.3

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

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

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Annual e-governance report	[View Document](#)
Link for additional information	[View Document](#)

6.2.4

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

Response:

The organizational structure of the institution comprises of Several bodies/ committees within the institution with a focus on :

- Academic excellence
- Research and innovation
- Adopting new pedagogies
- Library enrichment /upgradation
- Community development.
- Procurement of goods
- Building infrastructure
- College also Organise various activities like Picnic/Field visits like heritage visit, Oldage Home, Innovative Centre/ Teacher Education Institution/ Anganwadi/ SIE/ DIET/ Outreach activities etc

Transaction plan [Theory & Practium]

1. Transaction of the curriculum is done through Multi mode Teaching (Lecture , Dicussion , problem solving , Team teaching,etc.) and innovative methods like Reviewing the films, Role Plays, Blended Learning etc.College trains the students in Integration of ICT in Lesson Planning on different Approaches and also its execution.
2. Resources are shared by teachers for further study and reflection.
3. Assessments are carried out through multiple-modes such as Group discussion/ Seminar/ Assignments/Tests/ Projects etc.
4. Training the students as future teachers by equipping them with the practicum part (internship, Sessional work and Reflective Journal).
5. Simulated Teaching is used to prepare and deliver Micro Lesson Plans.

One of the most important decisions by IQAC in consultation with Tour and Picnic committee including student members was taken on 19 April,2023 . It was unanimously decided to take College

Picnic to Patnitop, J&K on 1st May 2023.The venue PATNITOP was chosen according to the demands of the students as it is a Hill station famous for its weather, beauty,green meadows and lush green pine forest. It is situated 108 kms away from Jammu on Jammu Srinagar Highway .About 250 students had given their consent for the picnic and buses were hired as per the approved rates of Cluster University of Jammu. About 12 faculty members (teaching and non-teaching) had accompanied the students. After successful excursion , in the lap of nature the buses return safely to Jammu by 7:30 PM in the evening .

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File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Being the Govt. College, the J&K Government offers the following welfare schemes for all its employees and students for the betterment of institution. . The government has also provided various welfare schemes to both teaching and non-teaching staff like Maternity leave, Paternity leave, Casual leave , child-care leave, study leave, employees/students accidental insurance and other scholarships schemes etc as shown in file.

Welfare Measures for Teaching Staff:

For bringing academic excellence among teachers, the institution ensures following welfare measures:

Academic

1. The institute ensures provision of facilities for attaining higher qualification like PhD in various fields to its faculty members.
2. Several workshops, seminars, orientation programs and conferences are organized for the teaching faculty throughout the year.
3. Faculty members are encouraged to associate with State, National and International Professional

bodies.

4. Several programs like Induction training programs, workshops, Faculty development programs for building the professional competencies of its faculty members from time to time.
5. Faculty members are provided with latest study material including e-journals. The institution has a membership of online repositories/resources like N-list which enables faculty members to access e-resources for professional empowerment.
6. The institution has browsing center with internet facility for faculty members and students.

Administrative Welfare Measures

Being the Govt. College, the J&K Government offers the following welfare schemes for all its employees for the betterment of institution. The various schemes include

The government has provided various welfare schemes to teaching staff viz.

- Maternity leave
- Paternity leave
- Casual leave
- Child-care leave
- Study leave
- Employees accidental insurance
- Facilitation of Bank Loans/ GPF loan

Welfare Measures For Non-Teaching Staff

Financial

1. The teaching faculty of the college contributes money at the time of any medical emergencies.
2. The institution provides help with smooth facilitation of bank/ GPF loans.

Administrative Welfare Measures

The government has also provided various welfare schemes to Non-teaching staff viz.,

- Maternity leave
- Paternity leave
- Casual leave
- Child-care leave
- Study leave
- Employees accidental insurance
- Facilitation of Bank Loans/ GPF loans

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional Policy document on providing financial support to teachers	[View Document](#)
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)
Any additional information	[View Document](#)

6.3.3

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

Response: 10

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	1	3	1

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.4

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

Response: 39.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	16	6	09

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.5

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

Response:

Performance Appraisal for teaching faculty following the UGC regulation 2010 and amendments thereof, the institution monitors performance appraisal system through submitting of APR (Annual Progress Report) of the teaching and non-teaching staff. The APR reflects the details of refresher, orientation course/ workshops etc that the teachers attended during a particular period as it is deemed mandatory for promoting in next grade. The stock of teaching performance is computed by reflecting the involvement of the teachers in curricular, co-curricular and extracurricular activities. The evaluation of courses taught and average number of clock works in a week are computed. Due consideration is given to the evaluation of innovations, for special contributions made by the teachers. The involvement in the welfare of students and community work is given due weightage for monitoring performance. During appraisal the teacher is given opportunity to pen down any special achievement made by him/her in the field of his/her subject, that can upgrade his/her overall performance which is reflected on EPM i.e Employee Performance Monitoring Portal.Since last two years annual performance report of gazetted staff is being submitted online through JAKSPARROW portal. The performance of non-gazetted is still offline through APRs.

Feedback system:

The performance of teaching staff of the college is assessed and appraised on the basis of institutional feedback from the students through online **3-tier FEEDBACK SYSTEM established by DEPARTMENT OF HIGHER EDUCATION, GOVT OF J&K(UT).** The feedback form is filled by students concerning different aspects (Academic &Non-Academic) . This feedback transparency helps the institution to scale up the benchmarks of performance on one hand and on the other hand, enable the students get the best from the institution.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The College has a Finance and Purchase Committee which is framed to execute the mechanisms and procedures to ensure Transparent Financial transactions and accountability. Moreover, audits are conducted periodically by various govt. agencies such as Directorate of Audit and Inspection, Finance Department and Accountant General and also sometimes by Higher Education Department itself. After audits conducted by various agencies, lapses in fulfilling codal formalities if any are brought to the notice and necessary actions are taken at the earliest. All the processes in the college are strictly monitored by the Principal. The copies of the audit are also maintained in the college for records.

Procedure for settling Audit Objections:

Consequent upon the audit conducted by various agencies, any lapses in fulfilling codal formalities if any, are brought to the notice of the institution by the Audit parties from time to time in their reports are discussed in the college and if feasible compliance is done. Anomalies if any are conveyed to the convenors of respective committes for necessary actions and compliance.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)
List of audit objections and their compliance with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)

6.4.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

6.4.3

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

Response:

Mobilization of Funds

Colleges prepares budget proposals under different headings on the format devised by Finance department,Higher Education, JKUT. The proposals alongwith detailed project reports are sent to account section of Higher Education Department, JKUT. The finance department may revise the budget estimates and proposals before allocation of funds. After approval of revised budget proposals, funds are allocated under major heads revenue / CAPEX through BEAMS.

The students fee is most important revenue generated by the college which is spent exclusively for improving students facilities on a regular basis under the heading local funds, whisch is shared by Cluster University, Jammu and College. Local fund committee includes one member nominated by treasurey officer along with some college faculty members. the local fund is utilised as per the guidelines of department of Higher Education, in JKUT,(govt. order no. 109JK(HE)of 2022dated 28-4-2022.

In addition to students fee, the college generates revenue under following heads -

- IGNOU Building Rent
- Recovery of Books
- Auction of Unservicable store stock items

Optimal utilization of resources: Keeping in line with the norms, the college has set up various committees such as the Advisory, Development, Purchase,, Auction. These committees have college teaching as well as non-teaching staff as members with each one having its own convenor. The members of the committees are elected at the beginning of every academic year. This setup has democratised decision making in academic as well as administrative matters as the members of the committees take collective decisions on matters of administrative and academic relevance. This procedure potentially ensures timely decision making on important developmental, and student related infrastructure augmentation projects/works as well as achieving well defined academic targets in a time bound manner. The College Advisory, Development, and Purchase committees work together throughout the year to ensure that the yearly budgetary grants received are optimally utilized and that the funds are spent in a time bound manner on the projects/works that have been sanctioned . Infrastructure resources such as classrooms, conference hall, and auditorium are regularly rented out to Government agencies or private organisations for holding trainings, conducting exams or events such as school annual functions. Income from such activities is deposited in the Government chest from time to time. Also, various national and UT agencies/bodies are always welcome to use our infrastructure facilities such as classrooms to conduct

all kinds of exams and this benefits the community immensely.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

IQAC of GCOE, Jammu is highly active and dynamic in its approach towards ensuring quality training of teachers for the future students.

Following are the initiatives taken by IQAC for quality assurance:

- Improvement in infrastructure.
- Embedding technology in teaching, learning and evaluation through Lesson Plan Apps.
- Thrust in research by encouraging faculty members to go for wider publications in SCOPUS Indexed Journals.
- Encouraged outreach activities (please refer Criteria- 3.3).
- More transparency in academics and administration through participation of Teaching, Non-Teaching and Students in decision making bodies as per the committees formed.
- Exposure to local, national and international issues through seminars, conferences and workshops is also encouraged by IQAC (please refer to .6.3.4)
- To promote traditional knowledge system by conducting 10 days Value Added Certificate Course in Arogya Vidya Program, Awareness Campaign on Importance of Millets, Nadi Parikshan, Yoga Camps etc.

- Organized a number of Placement drives through Placement Cells (Please refer to 5.1.4)
- Organized a number of Mock Tests through Google Forms for preparing students for competitive examinations like CTET, KVs, JNV.
- Formation of Alumni Relation Cell (Please refer to 5.4.1)

Implementation of NEP 2020

In-order to fulfill the expectations of NEP 2020,

1. IQAC applied to NCTE for Four Year Integrated Teacher Education Programme 30th May, 2022 and now successfully got the permission to run Two units of 50 each (Foundational and Primary) in the upcoming year 2023. [please refer criteria 6.1.1]
2. **Organized a Value Added Course in Early Childhood Education in collaboration with District Institute of Education and Training (DIET) and State Council of Education Research and Training (SCERT), Jammu**

Promotion of Native Indian Culture

- **IQAC** also promoted Indigenous Culture, Regional Ethos, Local Dialects and Languages through Language, Heritage and Cultural Clubs.

MOU'S WITH REPUTED ORAGANISATIONS FOR HAND HOLDING IN QUALITY ASSURANCE

- IQAC works constantly to establish newer collaborations and linkages with different organization like

1. **MIER COLLEGE OF EDUCATION, JAMMU.**
2. **RAJIV GANDHI COLLEGE OF EDUCATION, KATHUA**
3. **DIRECTORATE OF AYUSH, J&K, JAMMU**
4. **DOGRA COLLEGE OF EDUCATION, JAMMU**
5. **GCOE(IASC), SRINAGAR**
6. **MC KHALSA COLLEGE OF EDUCATION, JAMMU**
7. **GRAND ACADMIC PORTAL, GUJARAT**
8. **INDIAN POLLUTION CONTROL ASSOCIATION, JAMMU**
9. **DUGGAR MANCH, JAMMU**
10. **SHILPKARI BAZAR (MSME UDHYAM)**

IQAC ensures the following quality strategies:

- Review of existing curriculum..
- Adherence to PLOs/CLOs.
- Integrating ICT in teaching learning
- Procedure for conduct of internship/ Teaching Practice/ school engagement (Please refer Criteria 2.4.9).
- Preparation of academic calendar (https://www.gcoedu.in/calender.php)
- Publication of newsletter.
- Preparation of lesson plan formats.
- Preparation of microteaching skills format.
- Obtaining, analyzing and action taken on feedback responses from students, parents and alumni on quality related institutional processes (kindly refer criteria 1.4).

Initiatives are also been taken by IQAC, in consultation with advisory, purchase and college development

committee to ensure the quality in other areas of management like

- Purchases through GEM portal & e-tendering process
- BEAMS for (budgeting estimation, allocation and monitory system)
- Using JKPAYSYS (for salary and other transfers to employees)
- EPM portal (employees performance monitoring portal)
- 3-tier Feedback system by HIGHER EDUCATION DEPARTMENT by Government of J&K (UT).(Please refer Criteria 6.4.3)

Eco-friendly Initiatives

IQAC took initiatives to express strong concern for Environmental activities including Rain water Harvesting, Plastic ban, Colored Dustbins for waste segregation, installation of Compost pit, Incinerator and Vending Machine, Power Efficient Electronic Gadgets and installation of Panel.(Please refer Criteria-7.1)

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.2

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

Response:

The teaching-learning process is periodically reviewed by IQAC. Highly competent and experienced faculty is appointed as B.Ed. and M.Ed. Coordinators for ensuring smooth conduct of theory practicum, internship and field visits of students of B. Ed and M.ED along with below listed activites.

- Timely completion of syllabi
- Demonstrations on micro teaching skills and approaches to lesson plan.
- Use of different pedagogies
- Power point Presentation
- Sessional work
- Conduct of Viva-Voce, is done under the supervision of IQAC.
- Suggestions for further improvement in Teaching Practice/ Methodology are also invited from students. For example the current generation is more comfortable with typing Lesson Plans rather than writing Lesson Plans of 5-6 pages. This suggestion of students was accepted and a Webinar on Making Lesson Plans on Lesson Plan Apps was organized by IQAC & ICT departments. Later

on Students of different Teaching Groups practiced making Lessons on kahoot and Nearpod apps.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.3

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

Response: 5.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	7	8	6	3

File Description	Document
Report of the work done by IQAC or other quality mechanisms	[View Document](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)

6.5.5

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

Response:

Incremental improvements for second and subsequent cycles:

The Incremental improvements are mentioned here under:

1. The institution enhanced the duration of all its existing Teacher Education programmes i.e B.Ed and M.Ed from 1-year to 2-year. Semester system was introduced in 2016 with **Choice Based Credit System (CBCS)** pattern.
2. The college is now the Constituent College of Cluster University of Jammu.
3. Establishment of Research and development cell in Education: The research centre was established in 2020 with 07 Government Degree colleges of Jammu province as spokes colleges. The objective of the research and development cell is to hand hold research initiatives in the discipline of education.
4. Provided first hand training (workshop) in SPSS (Statistical Package in Social Sciences) to its staff, students and faculty members of host college as well as other spoke colleges of Jammu

province.

5. Infrastructural Development for specially-abled students/faculty like ramps with railings, toilets, wheel chairs etc.

6. Installed sanitary napkin vending and incinerator machine for females' hygiene.

7. Students of different Teaching Groups practiced making Lessons on new teaching apps and lesson plan apps like Kahoot and Nearpod apps.

8. New departments were also established including Computer Sciences Department, Women Development Cell.

9. Recently, the college underwent NCTE inspection which was now mandatory after the abrogation of Article 370.

10. The college underwent ITEP inspection also through virtual mode and successfully got the recognition to start the 4- Year Integrated Teacher Education Programme from the upcoming session 2023.

11. The Collge of Education is the only Government Teacher Training institution in Jammu province and is already providing Two Programmes in the teacher Training i.e. B.Ed. and M.Ed. So, in accordance to NEP-2020 College has proposed the proposal in reference to the application number GCOE/J/2021/1207 dated 10-10-2021 Early Childhood Care and Education Certificate as well as diploma course to train the students after 10+2, so that they can be able to earn and become self sufficient. The above said programme will generate employment to the students on one hand and on the other hand, it will contribute in the holistic development of the children particularly in the very initial stage of development. This institution has the vision to update the faculty with training and orientation courses related to the programme. IQAC and ECCE Committee had prepared the proposal(Syllabus) for the said course and sent to Dean Academic Affairs and Academic Council of Cluster University of Jammu for approval. It is still under consideration by Academic Council. Hence IQAC proposed to State Council of Eduational Research and Training (SCERT) for running a short term foundational course in ECCE for B.Ed. and M.Ed. Students which has been successfully inaugrated on 22-06-2023 and concluded on 27-06-2023 (5 Days).

12. For mental wellbeing of students, Day Care Center has been established named as **Happiness Zone.**

13. The institution also encouraged its faculty to undertake the projects and has sent project proposal on Establishment of Herbal Garden in the premises of College of Education, Jammu to Directorate of Ayush, J&K/ CEO J&K Medicinal Plant Board for which presentation has been presented before the 9th meeting of Project screening Committee and approval is yet awaited.

14. MOU with 10 organizations. In the second cycle there was only one MOU and in the third cycle the college braodened its horizon and collaborated with 9 more institutions/organizations. IQAC also brought diversity in terms of MOU's for promoting IKS (AYUSH), Environment Protection through IPCA, Handicrafts promotion through Shilpakari Bazzar and promotion of regional language Dogri through Duggar Manch.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

1. **Installation of solar panel:** GCOE in collaboration **with Jammu and Kashmir Energy Development Agency**, has installed a solar panel unit with the capacity of 10KW. It is a renewable source of energy and would curtail the energy consumption in the college campus.

2. **Energy Efficient Initiatives:** Institution has replaced all the old incandescent bulbs of varying wattage capacity with LED lights that are cost effective and energy efficient in nature. The shifting towards LED lights offers cost effectiveness in terms of its longevity and replacement as per their warranty periods. Institution ensures to use Air Conditioners having minimum 3 Star energy efficiency ratings at maximum locations. These electronic equipments support energy saving on one hand and on the other hand an optimum level of temperature is always maintained to reduce energy consumption. Similarly, other electronic gadgets available in the institution are also used with the same concern and responsibility.

3. **Use of energy with responsibility:** All the power switches in places such as the library, computer lab, classrooms, and conference hall are turned off on a daily basis by the college students or the last person leaving the room. Instructions are given at different locations to use the energy with responsibility.

4. **Rain Water Harvesting Unit:** GCOE has installed a small rooftop rainwater harvesting unit that caters to the water requirement of Herbal Corner, which is a step forward to energy conservation and a sustainable method of water conservation.

5. **Awareness Programmes**: The college organizes different days to generate awareness among students about the importance of various days like Ozone Day, Earth Day, Wetland Day, World Environment Day, Energy conservation rallies etc.

6. **Promotion of Pollution-Free Vehicles**: To encourage the pollution Free and Electric Vehicles, Institution has conducted an E-Rickshaw rally and a Bicycle rally, which would help to generate positive attitude towards pollution-free modes of transportation. In collaboration with Jammu Municipal corporation, college has a bicycle stand in the campus that student can avail for the local commuting. Moreover the concept of car pooling among the faculty is another way of controlling the pollution.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.2

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

Response:

1. **Solid Waste Management**: The institution follows the 3R Principle of reducing waste, reusing and recycling resources and products to protect the environment. Separate dustbins for the collection of wet and dry waste have been installed for the proper seggregation and disposal of waste. The college has outsourced the task of the collection of waste for proper disposal to Jammu Municipal Corporation(JMC).

2. **Paper Waste management:** Waste like paper, cardboard, Newspaper, Magazines etc is sold off to Gandhi Seva Sadan who send it to recycling units. This adds to the generation of revenue by the college.

3. **Awareness Programmes for Waste Management**: Many cleanliness drives and waste segregation awareness programs were organized under Swachh Bharat Abhiyan by the Institution.

4. **Switching to Paperless Modes:** The college has gradually shifted its operations to the hybrid mode for official and curricular purposes. The routine official correspondence among faculty members, students and administrative staff is largely done via emails, WhatsApp groups, etc. Every faculty member of the institution has been given an official email id which is used for filing online APRs, Monthly Performance Reports. Feedback from students and faculty is also submitted through an online portal that saves resources and maintains transparency. The assignments and internships are assigned to students through online platforms such as Google Classroom, Whatsapp teaching groups, and Zoom App to name a few.

5. **E-Waste management**: The College has shifted from primitive methods to the latest e-waste management systems. The institution has liasioned with **Karo Sambhav,** an agency that recycles E-waste under the guidelines of the Pollution Control Board. Forty-Four items were handed over to this agency for recycling and its proper disposal was ensured. An amount of Rs. 6860 is deposited in the Govt. treasury. Similarly, fifty seven items are handed over to the same agency for the year 2023-24 as e-waste for its proper recycling and an amount of Rs.5498/- is received from the agency.

6. **Trash to cash:** The College also adopts the practice of auctioning old and unserviceable items under its waste management policy. In the year 2021, an amount of Rs.52,712, for the year 2022, an amount of Rs. 30757/- and for the year 2023, Rs.21260/- was obtained through the auction of the waste items and the same has been deposited in the govt. treasury for which the receipt record is maintained in the office.

7. **Compost Unit:** GCOE has initiated a compost unit to convert dry waste into manure. At the initial phase it was started with micro compost units and later on a full compost unit was set up. It is a sustainable method to manage the waste and to reuse it for plants.

8. **MOU with Indian Pollution Control Association (IPCA)**: Institution has signed MOU with Indian Pollution Control Association (IPCA) under "**MY 10 Kg Plastic Campaign**" in which the Institution will provide 10kg/month of plastic waste to IPCA and in return MLP (Multi Layered Plastic) furniture will be provided by the association to the institution. This effort to manage the plastic waste effectively is been carried forward by the institution to its practicing schools and adopted village.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

7.1.5

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

Response:

1. **Green Audit**: GCOE has conducted "**Green Audit**" in the academic year 2023. The main goals of the green audit is to analyze the green practices followed by the institution. Green audit is one of the important tools to understand the balance of natural resources and its judicious usage. Various parameters viz. water, air, noise, waste management, energy efficiency etc. were assessed during the green audit inspection of the institute. The college is assessed with A grade in the report given by the agency. As per the green audit report, the institution is thriving to provide cleaner, greener and sustainable environment to its stakeholders.

2. **Community Awareness**: A number of cleanliness drives like **Swachhta Pakhwara, Swachhta Hi Sewa** have been conducted not only within campus but also in the community like adopted villages, slums, heritage sites, Surinsar lake etc. The "Save Tawi River" campaign(especially during Navratras) is conducted by the NSS Unit of the college.

3. **BYE–BYE Plastic:** A **bye-bye plastic campaign** was also organized by the NSS unit of GCOE against the use of plastic and to make the students and public awareness of the adverse effects of polythene bags on the environment, humans, and animals. Students were urged to use jute and cloth bags that are eco-friendly as compared to polythene usage.

4. **The commitment of the Institution towards a Green Environment:** A number of NSS Volunteers from the college took part to propagate the message of **"keeping the surroundings clean"** among the public. The NSS unit spreads awareness about the health hazards caused by polythene and the need to stop people from using them.

5. **Polythene-Free Environment:** The campus is free from polythene and single-use plastic. To disseminate this message charts, and hoardings, are displayed on the campus. Moreover, the college is also planning to move toward complete plastic-free solutions viz. **Micro Density Fibre (MDF** boards) for replacing banners, nameplates, small hoardings, etc. on the campus.

6. **MOU with AYUSH**: The college has signed an MOU with the Department of AYUSH, J&K GOVT. A Value Added Course in AYURVEDA for college students was introduced in this regard. This prestigious institution is unique in its approach towards health awareness and overall well-being. A herbal corner is maintained in the campus having plants like Ashwagandha, Sarpgandha, Moringa, *Terminalia arjuna*, Tulsi, Tej Patta, Rudraksh, Lemon Grass, Mint, *Plectranthus sp.* etc. These plants have great medicinal value and also add to green cover of the

campus.

7. **Plantation Drives:** The institution has a rich tradition of planting saplings in almost every event. Special plantation drives are conducted during the Van Mahostav in the month of August. Planters are given as a token to the visiting dignitaries and guests as well. Govt. College of Education is awarded with **District Green Champion** for the Academic year 2020-21 by Mahatma Gandhi National Council for Rural Education, Ministry of Education, Govt. of India.

8. **Sanitary Napkin Vending Machine with Incinerator**: To promote menstrual hygiene as well as proper disposal of such bio-medical waste, Institution has installed a sanitary napkin vending machine with incinerator.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: D. Any 1 or 2 of the above

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

7.1.7

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

Response: 0.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.32	0.003	0	0	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

7.1.8

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

Response:

1. **Green Cover Awareness:** Many plantation drives are conducted in the college campus to increase the green cover as well as to motivate the students to do the same at their homes and locality.

2. **Concept of Each One Plant One**: In B.Ed. Programme, all the students are supposed to do a project named **Each One Plant One,** in which every student plants a sapling and take care of it for two years. Complete reporting of growth is done at different intervals and in fourth semester they submit a complete report. The rationale to do so is to promote a sense of commitment towards sustainable environment among prospective teachers.

3. **Environmental Awareness Programmes:** Many awareness programmes are organized in which the local people are made aware about the various environmental issues and the steps to tackle these issues. Reduce, Reuse and Recycle are the three main steps on which emphasis is laid during such community participation. **Swachhta Pakhwara** is conducted to spread cleanliness awareness among villagers in the adopted villages.

4. **Tree Talk for Nature Conservation:** Tree talk related to local/indigenous plants, herbs, shrubs and trees was arranged for the prospective teachers to develop a positive attitude towards nature conservation.

5. **Visit to Gharana wetland:** To mark the celebration of World Wetland day, Students of the institution visit one of the important **Ramsar Wetland sites in Jammu i.e. Gharana wetland**. The motto behind this visit is to acquaint the students with importance of such water bodies and to view migratory birds. The outcome of the visit is to sensitize the students about the restoration and conservation of such sites which is a home to diverse fauna and flora.

6. **Arogya Vidya Program:** GCOE has signed MOU with the Directorate of AYUSH and in this regard a 30 days value-added course is organized for the students. comprehensive knowledge is given to the students and participants of the program visited Arogya Vatika (Herbal garden) in AYUSH Health and Wellness Center. The purpose of the program was to deliever locational kowledge and to value natural resources.

7. **Community Practices:** GCOE is committed to provide holistic growth as well as a sense of social responsibility to the students. In this process, NSS Unit of GCOE plays a very vital role and has organized various Donation programs, Health check-up camps, Blood Donation Drives, Organ Donation programmes, Clean Tawi during Navratras, Clean your Neighbourhood, Cleanliness drives at heritage sites etc.

8. **Vocal for Local:** Jammu region is famous for Basholi paintings and different artefacts. This represents rich heritage and cultural practices followed by the local communties. Under the theme "vocal for local", GCOE has organised workshops like workshop on Wheatgrass Artefacts and Basohli paintings, wall painitng depicting different rituals followed by dogras (local community in the Jammu region),etc. The college is organising such events to promote sustainable development and to infuse the sense of belonginness about the local culture.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.9

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

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

Response: B. Any 3 of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice –I

Title: ADVANCEMENT   OF   GCOE   JAMMU   INTO   A   DIGITALLY   EMPOWERED

INSTITUTION.

Objective

To make ICT based education.

Context

Due to COVID the college had to immediately shift to Online mode of education. Even though it became a major reason for immediate shifting to the online or digital education but there were plans before that to increase the ICT infrastructure in the institution keeping in view the Digital India Initiative.

There has been a consistent funding for augmentation of ICT infrastructure in the college campus. Classrooms are now equipped with smart boards with UPS. There are few locations where smart boards with projectors are installed. The college has installed four interactive flat panels and two android based smart panels for efficient delivery of academic content. College library is automated through KOHA- an open source software. It is networked through college computer lab via a switch. Internet connectivity is provided through BSNL fibre with bandwidth speed ranging between 50 to 70 Mbps.

For More details: https://gcoedu.in/pdf/Combined%20Best%20Practices%20for%20SSR.pdf

Best Practice-II

TITLE: IMBIBING INDIAN KNOWLEDGE SYSTEM IN THE MODERN EDUCATION SYSTEM

Objective

There is dire need to revive the fading ancient Indian Knowledge System which has fallen prey to modernization and rising social media influence is the real need of the hour. Moreover modern lifestyle, isolation, peer pressure, individualization and self centric approach have taken the center stage.

Context

Our college has taken pride in reviving and developing a renewed interest in the IKS through various initiatives like our students were encouraged to convert plain college boundary wall into beautifully painted pictures of Heritage of Dogra Culture and making it into an aesthetically drawn Heritage Wall.

The Practice

- Celebration of Dogra Ethnic Fest, exhibition of Local handicrafts, promotion of Folk Dance, Folk Songs and Folk Culture, we are inculcating a sense of pride in students about their native cultures.
- Through Multilingual Story Writing and poetry events like we have tried to attract the attention of youngsters towards dying languages.
- We have replaced the tradition of offering bouquets and trophies with Planters, wicker baskets, weaved plates with college logo as souvenirs to Guests/ Resource Persons.
- Our students make hand painted Basoli paintings (which recently got GI tagged) and this has also motivated the students to take pride in lost heritage of J&K.

- MOU with Duggar Manch to promote Dogri Language and Literature and take consultation from President, PadamShree Mohan Singhji regarding Curriculum in Mother Tongue.

Resources

- **After MOU with AYUSH, J&K, the college got generous support from the organization for conducting multiple programs for promoting Indian Aahar, Vyavahar and Vichar.**
- **J&K Academy of Art, Culture and Languages also conducts programs in the college.**

For More details: https://gcoedu.in/pdf/Combined%20Best%20Practices%20for%20SSR.pdf

Gender Audit: GCOE has conducted Gender Audit for the academic year 2023. Various parameters like gender audit policy, gender committee, gender audit feedbacks were taken into consideration by the agency for assessing the gender equality of the institution. The college is assessed with A grade in the report given by the agency.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

The Government College of Education, Jammu is distinctive in its endeavor to establish itself into a Research Hub par excellence.
This premier institution is the centre of excellence for Teacher Education Trainees, equipping them with skill of teaching and prepares them for global level competitions. The college has been re-accredited by

NAAC with "A" grade in March, 2017. Education and Teacher Education is an important aspect of providing students with a well- rounded education preparing them for rapidly growing employment in various fields and especially in teaching profession.

With an aim to establish Research Ecosystem in colleges so as to address societal challenges, the Department of Higher Education, Government of J&K, as per Govt. order No: 04-JK (HE) of 2020, Dated: 09-09-2020 has directed colleges to establish different Research Hubs/spoke model of research centers in the colleges. Complying with this directive, Govt. College of Education Jammu, has undertaken the role of "Research Hub of Education and Teacher Education".

As a Research Hub, the college will become distinctive in providing numerous opportunities to the interested faculty and students/ budding scholars to take up research projects (disciplinary and interdisciplinary research) of high quality. It thrives to become Research Centre for excellence and "Reaching Out: Strengthening ties with the society" to cultivate a sense of social responsibility in the students and inspire community work.This entails taking teaching beyond books and texts and bringing it closer to context.

Objectives of the Research Hub:

1. To create a research support mechanism for conducting research activities in Education and Teacher Education.
2. To encourage the faculty to undertake Research Projects by collaborating with other research organizations.
3. To engage in current and relevant areas of educational research related to Education and Teacher Education (e.g. policy research, quality concern issues in Education and Teacher Education, developmental research etc.).
4. To encourage and promote a research culture (e.g. opportunities for attending Conferences, Workshop, Seminars etc.).
5. To invite the research projects from researchers (Major/Minor) for onward process to the funding agencies.
6. To provide a platform to the researchers and policy framers to deliberate upon the issues confronting to the Education and Teacher Education in the country and examine the probable solution to face these challenges.
7. To disseminate research findings to stakeholders (students/scholars/ teachers/policy makers).
8. To establish linkages with national and international institutes for the cause of quality research in Education.
9. To develop and implement an official Code of Ethics to check malpractices and plagiarism in research.
10. To provide congenial research environment for teachers & student researchers.
11. To emerge as a centre of excellence in Education and Teacher Education.
12. To establish all the necessary facilities, like; library, high speed internet facility, and other resources to give good research exposure to the budding scholars.

The Hub centre has identified the following areas of research, around which research projects and studies will be designed cutting across disciplinary boundaries such as Inclusive Education, Teacher Education, Educational Technology, Educational Sociology,Educational Psychology, etc. Please click on the link for detailed information :https://gcoedu.in/pdf/Instituional%20Distinctiveness%20Revised.pdf

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5. CONCLUSION

Additional Information :

At the Government College of Education, academic excellence is at the forefront of its mission. The college offers a wide range of comprehensive programs and courses that cater to the diverse needs and interests of prospective educators.

The curriculum is meticulously designed to provide a holistic understanding of educational theories, pedagogical practices, and the latest advancements in teacher education.

Experienced faculty members, who are experts in their respective domains, employ innovative teaching methodologies, ensuring a transformative learning experience for students.

Cutting Edge:

The college boasts state-of-the-art facilities that create an optimal learning environment. Well-equipped classrooms, modern laboratories, and a well-stocked library with services such as automation and access to online resources to students and faculty to enhance their learning journey.

The college also embraces technology in education, incorporating digital tools and platforms to facilitate interactive and engaging learning experiences.

Supportive Community

The college values the importance of a supportive community in fostering growth and development. It fosters a collaborative and inclusive environment where students can connect with their peers, faculty, and alumni. It also gives exposure to students through International and National Conferences.

The Government College of Education has established partnerships with leading educational institutions, at National level. These collaborations facilitate faculty exchange programs and sharing of best practices in education. These partnerships not only enhance the learning experience but also open doors to a myriad of career opportunities, professional development, and a broader understanding of the field of education.

Mentorship programs and counseling services are also available to guide students throughout their academic journey, ensuring their overall well-being and success.

Concluding Remarks :

In conclusion, the Government College of Education stands tall as a prestigious institution that prepares individuals to become skilled and compassionate Educators. With its rich history, commitment to academic excellence, cutting-edge facilities, focus on research and professional development, and a supportive community, the college offers a transformative educational experience that shapes the future leaders in the field of education. To conclude our institution possess a vivacious blend of enriching cultural,, social, emotional, political and psychological flavors. This is well evident from the number of collaborations and **MOU's** signed by the institute. It ranges from uplifting educational insightfulness signing **MOU's** with **MIER**, Khalsa and

Rajiv Gandhi Education College, Govt College of Education (IASE) Srinagar, Kashmir , **AYUSH**, for overall wellbeing and MoU with Shilpkari Bazaar for promotion of Dogra handicrafts, Basohli Paintings and bio-friendly products made up of wheat grass.

Pertinent here is to mention about the Historic **MOU with Duggar Manch.** This **MOU** stands as a testament to the college's commitment to preserving and promoting the rich cultural heritage of the region. By partnering with Duggar Munch, the college creates a platform for students to actively engage with the diverse traditions, art forms, and cultural practices of the region, thereby deepening their understanding and appreciation of their cultural roots.

Among the notable alumni are **Padma Shri awardees** and **Eminent personalities** of the civil society. The accomplishments of these alumni serve as a strong motivating force for both the students and the faculty of the college. Their achievements inspire and encourage current students to strive for excellence, while also instilling a sense of pride and accomplishment in the faculty who have nurtured and guided them.

All these exponential factors aid in making this prestigious institute an institute par excellence progressing towards holistic learning.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through** 1. **Website of the Institution** 2. **Prospectus** 3. **Student induction programme** 4. **Orientation programme for teachers** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Data updated as per supporting documents.
1.2.1	**Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available** 1.2.1.1. **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>64</td><td>64</td><td>64</td><td>64</td><td>64</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>43</td><td>43</td><td>43</td><td>43</td><td>43</td></tr></table>1.2.1.2. **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table>
1.2.2	**Average Number of Value-added courses offered during the last five years** 1.2.2.1. **Number of Value – added courses offered during the last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1</td><td>1</td><td>0</td><td>0</td><td>0</td></tr></table>

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
30	30	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
30	30	0	0	0

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

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

    Answer before DVV Verification : A. All of the above
    Answer After DVV Verification: B. Any 3 of the above
  Remark : Data updated as per supporitng documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	0	0	0

Answer After DVV Verification :

05-10-2023 01:16:10

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	0	0	0

1.4.1	**Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.** **Structured feedback is obtained from** 1. **Students** 2. **Teachers** 3. **Employers** 4. **Alumni** 5. **Practice teaching schools/TEI** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above
1.4.2	**Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following** Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: B. Feedback collected, analysed and action has been taken Remark : Data updated as per supporitng documents.
2.2.2	**Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through** 1. **Mentoring / Academic Counselling** 2. **Peer Feedback / Tutoring** 3. **Remedial Learning Engagement** 4. **Learning Enhancement / Enrichment inputs** 5. **Collaborative tasks** 6. **Assistive Devices and Adaptive Structures (for the differently abled)** 7. **Multilingual interactions and inputs** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: A. Any 5 or more of the above
2.2.3	**There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students** Answer before DVV Verification : As an institutionalized activity in accordance with learner

	needs
	Answer After DVV Verification: As an institutionalized activity in accordance with learner needs
2.2.4	**Student-Mentor ratio for the last completed academic year** 2.2.4.1. **Number of mentors in the Institution** Answer before DVV Verification : 30 Answer after DVV Verification: 22
2.3.2	**Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years** 2.3.2.1. **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18	 |---|---|---|---|---|
23	23	20	18	18 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18 | |---|---|---|---|---|
18	21	20	18	18	 Remark : Data updated as per the full time faculty
2.3.4	**ICT support is used by students in various learning situations such as** 1. **Understanding theory courses** 2. **Practice teaching** 3. **Internship** 4. **Out of class room activities** 5. **Biomechanical and Kinesiological activities** 6. **Field sports** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above
2.3.6	**Institution provides exposure to students about recent developments in the field of education through** **1. Special lectures by experts** **2. 'Book reading' & discussion on it** **3. Discussion on recent policies & regulations**

	4. **Teacher presented seminars for benefit of teachers & students**
	5. **Use of media for various aspects of education**
	6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**
	Answer before DVV Verification : A. Any 5 or more of the above
	Answer After DVV Verification: A. Any 5 or more of the above
2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**
	1. **Organizing Learning (lesson plan)**
	2. **Developing Teaching Competencies**
	3. **Assessment of Learning**
	4. **Technology Use and Integration**
	5. **Organizing Field Visits**
	6. **Conducting Outreach/ Out of Classroom Activities**
	7. **Community Engagement**
	8. **Facilitating Inclusive Education**
	9. **Preparing Individualized Educational Plan(IEP)**
	Answer before DVV Verification : A. Any 8 or more of the above
	Answer After DVV Verification: B. Any 6 or 7 of the above
2.4.2	**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as**
	1. Formulating learning objectives
	2. Content mapping
	3. Lesson planning/ Individualized Education Plans (IEP)
	4. Identifying varied student abilities
	5. Dealing with student diversity in classrooms
	6. Visualising differential learning activities according to student needs
	7. Addressing inclusiveness
	8. Assessing student learning
	9. Mobilizing relevant and varied learning resources
	10. Evolving ICT based learning situations

	11. Exposure to Braille /Indian languages /Community engagement Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 4 or 5 of the above
2.4.3	**Competency of effective communication is developed in students through several activities such as** 1. **Workshop sessions for effective communication** 2. **Simulated sessions for practicing communication in different situations** 3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'** 4. **Classroom teaching learning situations along with teacher and peer feedback** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
2.4.4	**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses** 1. **Teacher made written tests essentially based on subject content** 2. **Observation modes for individual and group activities** 3. **Performance tests** 4. **Oral assessment** 5. **Rating Scales** Answer before DVV Verification : B. Any 3 or 4 of the above Answer After DVV Verification: B. Any 3 or 4 of the above Remark : Data updated as per supporitng documents.
2.4.5	**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of** 1. **Preparation of lesson plans** 2. **Developing assessment tools for both online and offline learning** 3. **Effective use of social media/learning apps/adaptive devices for learning** 4. **Identifying and selecting/ developing online learning resources** 5. **Evolving learning sequences (learning activities) for online as well as face to face situations** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: D. Any 2 of the above
2.4.6	**Students develop competence to organize academic, cultural, sports and community related events through** 1. **Planning and scheduling academic, cultural and sports events in school** 2. **Planning and execution of community related events** 3. **Building teams and helping them to participate**

	4. **Involvement in preparatory arrangements** 5. **Executing/conducting the event** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
2.4.7	**A variety of assignments given and assessed for theory courses through** 1. **Library work** 2. **Field exploration** 3. **Hands-on activity** 4. **Preparation of term paper** 5. **Identifying and using the different sources for study** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above
2.4.10	**Nature of internee engagement during internship consists of** 1. **Classroom teaching** 2. **Mentoring** 3. **Time-table preparation** 4. **Student counseling** 5. **PTA meetings** 6. **Assessment of student learning – home assignments & tests** 7. **Organizing academic and cultural events** 8. **Maintaining documents** 9. **Administrative responsibilities- experience/exposure** 10. **Preparation of progress reports** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : Data updated as per supporting documents
2.4.12	**Performance of students during internship is assessed by the institution in terms of observations of different persons such as** 1. **Self** 2. **Peers (fellow interns)** 3. **Teachers / School* Teachers** 4. **Principal / School* Principal** 5. **B.Ed Students / School* Students** **(* 'Schools' to be read as "TEIs" for PG programmes)** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above
2.4.13	**Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include**

	1. **Effectiveness in class room teaching** 2. **Competency acquired in evaluation process in schools** 3. **Involvement in various activities of schools** 4. **Regularity, initiative and commitment** 5. **Extent of job readiness** Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: D. Any 1 or 2 of the above
2.5.3	**Average teaching experience of full time teachers for the last completed academic year.** 2.5.3.1. **Total number of years of teaching experience of full-time teachers for the last completed academic year** Answer before DVV Verification : 13.608 Answer after DVV Verification: 13
2.6.2	**Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation** 1. **Display of internal assessment marks before the term end examination** 2. **Timely feedback on individual/group performance** 3. **Provision of improvement opportunities** 4. **Access to tutorial/remedial support** 5. **Provision of answering bilingually** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above
2.7.2	**Average pass percentage of students during the last five years** 2.7.2.1. **Total number of students who passed the university examination during the last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>220</td><td>218</td><td>217</td><td>206</td><td>213</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>220</td><td>218</td><td>217</td><td>206</td><td>213</td></tr></table>
3.1.3	**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:** **1.Seed money for doctoral studies / research projects** **2. Granting study leave for research field work**

	3. Undertaking appraisals of institutional functioning and documentation
	4. Facilitating research by providing organizational supports
	5. Organizing research circle / internal seminar / interactive session on research
	Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : Data updated as per supporitng documents.
3.1.4	**Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include** 1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations** 2. **Encouragement to novel ideas** 3. **Official approval and support for innovative try-outs** 4. **Material and procedural supports** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above
3.2.1	**Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years** 3.2.1.1. **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>18</td><td>09</td><td>09</td><td>11</td><td>14</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>15</td><td>6</td><td>7</td><td>8</td><td>9</td></tr></table>
3.2.2	**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years** 3.2.2.1. **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>11</td><td>14</td><td>11</td><td>08</td><td>03</td></tr></table> Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	14	11	08	03

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
26	24	11	23	08

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	4	4	8	2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
445	430	436	467	245

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
245	200	225	175	220

3.3.3 | **Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**

3.3.3.1. **Number of students participated in activities as part of national priority programmes during last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
420	225	231	292	220

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

375	390	250	325	220

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
04	02	0	0	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	0	0	2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	28	25	24	23

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
12	5	4	4	3

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

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

  Answer before DVV Verification : B. Any 5 or 6 of the above
  Answer After DVV Verification: C. Any 3 or 4 of the above

4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35.84	144.338	82.825	7.30	15.735

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
34.2	137.28	62.54	6.01	18.96

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

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

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: A. Any 4 or more of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
163567	705201	2359800	129148	196433

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.6	7.0	23.5	1.2	1.9

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

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

Answer before DVV Verification : 1583

Answer after DVV Verification: 25

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

Answer before DVV Verification : 2824

Answer after DVV Verification: 25

4.2.5.3. Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Answer before DVV Verification : 1045

Answer after DVV Verification: 25

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

Answer before DVV Verification : 555

Answer after DVV Verification: 25

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

Answer before DVV Verification : 1283

Answer after DVV Verification: 25

Remark : Data updated as per supporitng documents.

4.2.6	**Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways** 1. **Relevant educational documents are obtained on a regular basis** 2. **Documents are made available from other libraries on loan** 3. **Documents are obtained as and when teachers recommend** 4. **Documents are obtained as gifts to College** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: E. None of the above Remark : Data updated as per supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29.79	153.516	47.77	1.66	7.13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31.31	140.54	77.65	4.24	8.39

5.1.1	**A range of capability building and skill enhancement initiatives are undertaken by the institution such as:** 1. **Career and Personal Counseling** 2. **Skill enhancement in academic, technical and organizational aspects** 3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training** 4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two** 5. **E-content development** 6. **Online assessment of learning** Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: C. Any 2 or 3 of the above
5.1.2	**Available student support facilities in the institution are:** 1. **Vehicle Parking** 2. **Common rooms separately for boys and girls** 3. **Recreational facility** 4. **First aid and medical aid** 5. **Transport** 6. **Book bank** 7. **Safe drinking water** 8. **Hostel** 9. **Canteen** 10. **Toilets for girls** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: A. Any 8 or more of the above
5.1.3	**The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as** 1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies** 2. **Details of members of grievance redressal committees are available on the institutional website** 3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students** 4. **Provision for students to submit grievances online/offline** 5. **Grievance redressal committee meets on a regular basis** 6. **Students' grievances are addressed within 7 days of receiving the complaint** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 or 4 of the above
5.1.4	**Institution provides additional support to needy students in several ways such as:** **1. Monetary help from external sources such as banks**

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Answer before DVV Verification : A. Any 5 or more of the above
Answer After DVV Verification: C. Any 2 of the above

5.2.1	**Percentage of placement of students as teachers/teacher educators**

5.2.1.1. **Number of students of the institution placed as teachers/teacher educators during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
25	13	03	20	47

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	13	03	8	9

5.2.2	**Percentage of student progression to higher education during the last completed academic year**

5.2.2.1. **Number of outgoing students progressing from Bachelor to PG.**
Answer before DVV Verification : 36
Answer after DVV Verification: 23
5.2.2.2. **Number of outgoing students progressing from PG to M.Phil.**
Answer before DVV Verification : 0   5.2.2.3. **Number of outgoing students progressing from PG / M.Phil to Ph.D.**
Answer before DVV Verification : 7
Answer after DVV Verification: 0

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
38	31	08	13	05

	Answer After DVV Verification :				
	2021-22	2020-21	2019-20	2018-19	2017-18
	28	17	08	10	6

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
58	30	13	10	20

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
26	7	10	7	6

5.4.2	**Alumni has an active role in the regular institutional functioning such as**

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Answer before DVV Verification : A. Any 6 or more of the above
Answer After DVV Verification: C. Any 2 or 3 of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
7	2	0	5	3

	Answer After DVV Verification :				
	2021-22	2020-21	2019-20	2018-19	2017-18
	3	2	1	3	1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	19	03	07	07

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	16	6	09

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	18	14	14	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	7	8	6	3

6.5.4	**Institution engages in several quality initiatives such as**

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

	4. Collaborative quality initiatives with other institution(s) **5. Participation in NIRF** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above
7.1.3	**Institution waste management practices include** 1. **Segregation of waste** 2. **E-waste management** 3. **Vermi-compost** 4. **Bio gas plants** 5. **Sewage Treatment Plant** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: C. Any 2 of the above
7.1.4	**Institution has water management and conservation initiatives in the form of** **1. Rain water harvesting** **2. Waste water recycling** **3. Reservoirs/tanks/ bore wells** **4. Economical usage/ reduced wastage** Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: C. Any 2 of the above
7.1.6	**Institution is committed to encourage green practices that include:** **1. Encouraging use of bicycles / E-vehicles** **2. Create pedestrian friendly roads in the campus** **3. Develop plastic-free campus** **4. Move towards paperless office** **5. Green landscaping with trees and plants** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: D. Any 1 or 2 of the above
7.1.7	**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** 7.1.7.1. **Total expenditure on green initiatives and waste management excluding salary**

component during the last five years (INR in Lakhs)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1.32	0.0038	0	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.32	0.003	0	0	0

7.1.9	**Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways** 1. **Code of Conduct is displayed on the institution's website** 2. **Students and teachers are oriented about the Code of Conduct** 3. **There is a committee to monitor adherence to the Code of Conduct** 4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Data updated as per supporitng documents.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>456</td><td>468</td><td>473</td><td>470</td><td>472</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>461</td><td>468</td><td>473</td><td>470</td><td>472</td></tr></table>
1.2	**Number of seats sanctioned year wise during the last five years..** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>256</td><td>256</td><td>256</td><td>233</td><td>233</td></tr></table> Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
230	230	230	240	240

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
102	102	102	79	79

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
124	124	119	119	119

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
225	228	226	222	218

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
225	228	226	222	218

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
220	228	217	206	213

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
220	228	217	206	213

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
242	240	238	235	237

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
236	240	238	235	237

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	24	27	21	21

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18	21	24	18	18

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
35.884	144.338	82.825	7.30	15.737

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
121.75	233.51	253.14	126.78	46.12

3.2	**Number of Computers in the institution for academic purposes..** Answer before DVV Verification : 121 Answer after DVV Verification : 72