



# **SELF STUDY REPORT**

**FOR**

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

**DOGRA COLLEGE OF EDUCATION**

**DOGRA COLLEGE OF EDUCATION BASSI KALAN, BARI BRAHMANA, SAMBA  
181133**

**[www.dogracollegeofeducation.com](http://www.dogracollegeofeducation.com)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The Dogra College of Education is a premier institution with work ethics, dedication & reputation for value-based quality education. Dogra College of Education, baptized in the memory of Dogra heroes, is a living testimony to the commitment of Dogra Educational Trust to the spread of education in the region. Dogra College of Education was established in the year 1994 in the newly built accommodation on the premises of Dogra Higher Secondary School, Shastri Nagar, Jammu. The permission for the establishment of the college was obtained from govt. of J&K vide letter No: EDU/DA/86/94dt:- 28/4/1994. The University of Jammu granted affiliation to the college for running a one-year professional course of B.Ed vide letter no. Affiliation/94-9/2757-2800 at 25th September 1994. Besides being recognized by the govt. of J&K and affiliated to the University of Jammu, it is also ISO 9001:2015 certified, NAAC Accredited and recognized by the UGC, under section 2(f) of the UGC Act 1956. The college was shifted to the new campus on December 18, 1997, after its formal inauguration by Dr Farooq Abdullah, the then Hon'ble Chief Minister of J&K State. It is situated in Bassi Kalan, near the township of Bari Brahmana, 13 km to the South of Jammu city. It is located on the motorable link road that connects Jammu – Pathankot National Highway (NH – 1A) in the North – with the Bishnah road in the South. An irrigation canal fringes the campus in the East while lush green fields extend in the West as far as the eyes can see. In a pollution-free atmosphere, marked by peace and tranquility and away from the din and roar of the vehicular traffic, it has an ideal setting for a temple of learning. The campus of Dogra College of Education extends over an area of 40 Kanals of land. The main building is constructed on a Plinth area of 10925 sq. ft. The college has made its mark as one of the leading educational institutions in Jammu & Kashmir (UT).

### **Vision**

Dogra College of Education strives to be socially responsible through development of world-class “Centre of Excellence” in Professional Higher Education enabling young aspirants to add value to the society at large with their personal & professional acumen. In the present context, the vision of the College is to be a global leader in education. College provides a caring and nurturing environment where our student teachers come into their own, blossoming into confident teachers ready to face the world. Untiring efforts are made to instil the values of mutual trust, teamwork and promotion of social capital, and easy sharing of knowledge, skills and resources to create a vibrant society. At College, we appreciate, respect and promote the perspectives, rights and dignity of each individual. The College envisions transforming society for the betterment of humankind, a society, where inclusive learning is a constant process and which benefits humanity on a local, national and global level. The College believes in preserving the democratic structure and cultural heritage along with practising new and innovative ways of synthesizing the need for socio-cultural uplift and the creation of an egalitarian society with the pursuit of academic excellence and freedom. The values which guide the student teachers at Dogra College of Education are: Faith in God, Integrity of Character, Social Commitment and Pursuit of Excellence. The College believes that the integral development of an individual is attained through academic excellence and professional competence, personal, interpersonal and societal skills.

### **Mission**

The mission of the Dogra College of Education aims at establishing a Teacher Training Institution of world-class standard, to ensure quality education being imparted to student teachers. Its mission is to strengthen professional academic learning through focused & innovative methods of global and latest teaching practices ensuring the best student scholarly output supported by an excellent operational administration system and state of an art infrastructure. The institution's mission reflects the distinctive characteristics of the institution. The College caters to the educational, social, cultural and economic needs of the society. The success of the institution's mission is driven by the value-based ethical behaviour of its committed faculty members, staff and students. The mission of the College is not merely confined to imparting knowledge in the classroom but is a means of reinforcing values of love, compassion, equality and justice. The College aspires to produce academically oriented, sensitive and responsible citizens who will contribute to making the world a better place. We mentor our students so that they develop as persons of competence, compassion and conscience, and are empowered with ignited minds and hearts to pursue the goal of transformation of the society. The institution is committed to doing maximum justice to its declared objectives through all its curricular and co-curricular activities.

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

### Institutional Strength

#### Institutional Strength

- Well-maintained infrastructure facility with good ambience and a clean, eco-friendly campus. The conducive academic atmosphere with well-maintained discipline.
- College has installed SWAYAM PRABHA 34 DTH Channels for enhancing the knowledge of the concerned subjects.
- All the working system of the account deals with the BUSY software and educational and administrative work maintained through the ERP software.
- Qualified and Competent faculty for mentoring system concentrating on the multi-dimensional growth and overall development of students.
- ICT enabled interactive and participatory delivery practices to suit the needs of the heterogeneous groups of students on the campus with an impressive range of learning resources ranging from the well-stocked library.
- Numerous facilities and scholarships are available to meritorious, deserving students.
- Environment-friendly campus, initiatives to maintain the pollution-free, eco-friendly, clean and Green campus and utilizes solar power on the campus.
- The library is equipped with a good number of textbooks, journals, reference books and also provides DELNET Service to the student teachers and teacher educators.
- Hostel facility for girl students within the campus and boys students adjoining the campus.
- Excellent Results-University positions.
- Healthy relationship among all the stakeholders.
- Sports including 10M (Rifles and Pistol) electronic shooting range in the campus.
- MoU signed with DIET, Samba and Govt. College of Education, Cluster University of Jammu.
- Observance and celebration of important days like (National and International Days).
- Functioning of clubs (Environmental Club, Population Club and Literary Club) by organizing the social and cultural activities.
- The college has green and eco friendly campus with large no. of trees and plants. Every year about sixty plants are added in the college lawn.

- College has non-conventional source of energy through solar panel.
- An active supportive and enthusiastic alumni is the most treasured assets of the college.
- ICT-enabled classrooms and conference hall.
- Functional NSS unit for community outreach activities.
- Ragging free campus.
- Faculty exchange programmes are initiated.
- College conducts school internship in govt. and private schools
- Instruction to the student teachers for participation to them in the various co-curricular and cultural programs in the schools which are assigned for their internship purpose and maintain the records in their Reflective Journal

### **Institutional Weakness**

#### **Institutional Weaknesses:-**

- Lack of Vocational and self-financing Courses.
- Complexity in mobilizing funds to carry out research projects.
- Limited role in shaping the syllabus/curriculum of the programmes.
- The number of volumes and e-journals in the library needs to be increased.
- The soft skills and communication skills of students need to be improved.

### **Institutional Opportunity**

#### **Institutional Opportunities**

- Preparing our students to be renowned well cultured, sensitized teachers.
- Generating e-content by teachers.
- Possibility of starting more Diploma/Certificate programmes/Value Added Courses.
- Faculty with potential for more research projects and publications.
- Preparing playground with the scope of further improvement.
- Preparing to develop and renovate infrastructure and other facilities.
  
- Encouraging National Development through inclusive education.

To collaborate with the teacher education institutions to promote research culture and faculty and students exchange programmes

### **Institutional Challenge**

#### **Institutional Challenges**

- To get NCTE recognition for the College.
- To establish an e-learning management system in the college.

- To organize more Academic and Social Outreach Programmes for the benefit of society.
- To Collaborate with other Educational Institutions.
- Community Outreach Programmes.
- To strengthen efforts towards Mental Health Support in the changed circumstances.
- To add the new courses in teacher education.
- More collaborations and MOUs need to be done.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Dogra College of Education is affiliated to the University of Jammu and follows the curriculum designed by the University of Jammu. In the process of curriculum planning and implementation, major decisions have been taken by various academic bodies of the university like board of studies in teacher education, academic council, university syndicate and the university council and these have been expected to be in consent with the broad policy decisions taken by the subject panels of the UGC on one hand and corresponding higher-level bodies for Teacher Education on the other. The curriculum reflects Indian Heritage, National goals/societal expectation, latest developments in the fields of education, provides experiences for multiple roles of teacher is flexible enough to create scope for the teacher educator to innovate, inculcates, emerging National goals and societal values, enables teachers to act an agent of societal change and promotes professionalism among would be teachers. The curriculum has a blend of theory with practice to provide real training learning experiences. There is flexibility in the schedule and Academic plan of the institution with ample scope for innovation and inclusion of need-based activities i.e. providing varied learning situations both at the institution level as well as in the fieldwork. At the commencement of a session the college provides time table and syllabus to the student teachers. These academic plans are adhered to so that the student can gauge with a degree of clarity, what portion of the curriculum would be delivered within the stipulated time frame. These time plans are also preserved each year as documents. The college has developed its mechanism of getting feedback from the stakeholders in respect of curricular and co-curricular aspects of the programme of the college. The principal, IQAC Coordinator and Committee members analyze the feedback obtained from the stakeholders (Academics and Administrative).

### Teaching-learning and Evaluation

An orientation programme for the new entrants is organized before the commencement of the regular teaching programme. During these day students are provided with different methods, strategies, tutorials, library facilities and extra guidance in the course. There is a provision for using different innovative strategies like the use of information & communication technology, Educational technology, E-Learning and Smart class to make the teaching-learning process more effective & interesting. The teachers make use of pedagogical approaches to teaching-learning and evaluation which embrace diverse perceptions in content, method & assessment tools across different disciplines. Student-teachers are given training in the writing of lesson plans for different subjects by using R.C.E.M, Herbartian and Constructivist Approaches. The teachers follow a combination of lecture, discussion, demonstration, Induction, deduction and project methods with interactive & participatory approaches in the transaction of instructional material. The teacher-educators are always available to the student-teachers during the free period for discussion and clarifying their doubts. Assignments are timely evaluated by the teacher-educators and then they suggest the measures to the student-teachers to improve their performance. In the scheme of evaluation of B.Ed. programme of the University of Jammu. 40 Marks in theory paper and 60

Marks for the teaching practice/internship/project work for this internal assessment. The students are continuously evaluated in internal assessment components in accordance with the scheme prepared by the University i.e. observation of pupil teacher behavior, tests, tutorials, seminar, group discussion, on spot questions and sessional work. External examination carries a weightage of 60 marks in each course which is conducted by the controller of examinations. The internal assessment activities are assigned well in advance the entire process of evaluation and improvement is supervised by the subject teacher through the communication of the outcomes. All the remedial classes and tutorials are arranged as per the requirements. The evaluative report of the performance of the student-teachers helps in planning instruction procedures, diagnosing learning problems & providing remedial measures for coping with problems related to their development. Evaluation of students in theory and school internship is a continuous and interactive process and ensures two-way feedback..

### **Infrastructure and Learning Resources**

The College has adequate physical infrastructure facilities. It has a fully equipped and spacious indoor Auditorium with a seating capacity of 200 students, fitted with sound and projector system, which is used for co-curricular activities. The College also has an outdoor auditorium with a seating capacity of approximate 400 students which is used for Morning Assembly and celebration of college functions. The Institution also has one conference hall with an area of 1260 sq. ft. and a seating capacity of 100 participants. The college has 12 classrooms including labs. NSS room and IQAC cell. Every classroom is equipped with a green board to cater to the instructional work. Other supporting facilities like hostel, guest house, canteen, common rooms for boys and girls and playgrounds are provided within the campus. College Library is computerized and accessible for the students and the faculty. Internet facilities are also available in the library along with a reprographic facility. The library has more than 5495 books on stock and 7 National journals and 4 International Journals, 6 periodicals have also been subscribed. Library uses ERP Software for issuing books and maintaining records and also provides DELNET and NDLI Services for assessing the books and e-resources. Two Computers are housed in the library. There are 28 computers in the institution. A well equipped computer lab is also functioning in the college for use of students and faculty of the college. The library has Wi-Fi connectivity (BSNL). Wi-Fi connectivity is available in Principal chamber, Section Office-room, IQAC room. Staff Room, Conference Hall, Classrooms and IT Lab etc. The college management is committed to provide safety and security to the staff and students for these CCTV cameras have been installed in the classrooms, staff room, SO office, auditorium and parking area of the college. Website is developed and maintained by IDEOGRAM Technology Solutions Pvt. Ltd. The college has power back system through inverter and generator. The college has a big playground with proper fencing and beautiful lawns. There is hassle-free parking for vehicles and College Buses.

### **Student Support and Progression**

Students are provided with the prerequisite knowledge and skills for students preparedness for the programme through counseling during the admission process of the B.Ed. programme. Before the commencement of the programme, students are acquainted with the different skills and their components and also with the qualitative and quantitative aspects of the skill. They are also provided with the prospectus to get information regarding the various facilities and all the related aspects of the programme. Orientation programmes regarding the course are also conducted in the initial stage of the education programme. Students are also made aware of the pattern of the Internal Assessments and Semester end university examination. The students are motivated to maintain high levels of performance through an appropriate reward system, through continuous guidance. The academic calendar is prepared through which the students get information about the various academic activities to be

undertaken during the session. The institution encourages the students to participate in extracurricular activities including sports and games through a system of Awards and Rewards. Activities like peer-teaching, team teaching, panel discussion, tutorials, counseling, remedial teaching, yoga education etc. also help the students in their performance improvements. The college has a grievance redressal committee which is competent enough to handle the grievances of students and redress them as per their requirements. The Internal Quality Assurance Cell holds the key position in the institution concerning student support and progression. College provides scholarships like Post Matric Scholarships from Social Welfare Department, Matushri Gold Medal for toppers and free ship for COVID-19 victims .The placement cell has been established for students to enable them to compete for jobs. The Placement Cell is proactive and has organized campus drives to facilitate the placement of the students. A weekly employment newspaper is also available in the institution for availing the information regarding various job opportunities. The college has a tradition of inviting the ex-students the college to attend different activities/functions organized by the college. The alumni meetings are hosted to create an opportunity for alumni to meet and share knowledge with their friends and teachers.

### **Governance, Leadership and Management**

With the hands-on experience of the management, the Institutional Management is designed scientifically with transparency to get the optimum results out of it. A hierarchical setup is established from the top to the down level i.e. Governing Body, Secretary, Director, Principal, IQAC Coordinator and Faculty members. Section Officer (Administration) monitors the day-to-day administrative functioning of the college and the academic functioning of the college is monitored jointly by the academic coordinator and different committees. The constitution of all the committees is also duly notified and communicated to all concerned via various means. The Principal ensures the smooth functioning of the college. Our management also motivates and appreciates the work done by the conveners and the members of different committees. The institution gives yearly increments to teaching and non-teaching staff for motivating them to do better work. The institution also has the provision for additional increments for NET / SLET teachers. The IQAC of the college is the central body within the college that monitors and reviews the teaching-learning process regularly. The account section of the college monitors the financial matters. All the working system of the accounts section is computerized with new technology such as (Busy and ERP Software). Several welfare schemes are also applicable to the employees. The accounts are audited regularly. The financial audit is conducted by the chartered accountant. The college has a management body and advisory body consisting of eminent educationists. The institution has a Management Information System in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution. The objectives and implementation plans of the institution are monitored, evaluated and revised based on management review meetings which are conducted twice during the session. In addition, the college is ISO certified and Internal and External audits are conducted as per schedule. The college aims at providing transparent governance through automation and digitalization. The recruitment of the faculty is made through Selection Committee duly approved by the University Authority.

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

Dogra College of Education has a strong ethical work culture and value based inclusivity. The faculty and management of our college strive to inculcate the values of care, compassion love, kindness, patience, empathy and professionalism at work place. The college maintains harmony and creates goodwill among students and organizes various national, international, commemorative days, events and festivals with great zeal. Every year the college organizes gender equality promotion programs, emphasizing women empowerment.

Following are the several best practices in existence in the college which has been benefitting both teachers and students: -

The College has an internal quality assurance system to ensure the quality of its academic program, administration and financial management processes. The performance on these programs/processes is gathered in the form of a performance indicator sheet depicting performance along with a unit of measurement separately for academics, administration, library, IT lab, and other domains on monthly basis. The college holds regular staff meetings to discuss and evaluate the achievement of its goals and objectives. Regular feedback is sought from the alumni, students and the professional community through informal talks, organized data and questionnaires etc. regarding the academic, co-curricular and transactional aspects of the B.Ed. programme. Feedback is also sought on building resources, infrastructure, library, administration, hygiene facilities etc. Data received from the alumni, stakeholders and students are tabulated and analyzed. Steps are taken to ensure the implementation of suggestions visualized through the process. ERP Software is being used by the college for maintaining academic and administrative records. The grievances and redressal committee of the college is in place to take up any complaints related to sexual harassment. Observation of significant days related to the environment like Earth Day, Soil Day, Environment Day and Pollution Prevention Day are celebrated to promote awareness. Energy conservation is given the highest priority and solar energy and LED bulbs are used to minimize its consumption. Action Researches Projects are undertaken and results are analyzed by the subject in charge. Swachh Bharat Abhiyan, Green Drives and various awareness programmes are the best practices of the institute. The major task of the IQAC is to ascertain a good quality management system (QMS), ensure its continued compliance through internal audits, and management reviews and by fulfilling the gaps and non-compliances through corrective and preventive actions. College has encouraged cashless payment by implementing online transactions. The salaries of both teaching and non teaching staff are e-transferred to their bank accounts.

### **Research and Outreach Activities**

Dogra College of Education encourages all faculty members to do research. The college has encouraged the non-Ph.D. faculty to get enrolled for the PhD degree. The college deputed the faculty members for paper presentations in various national/international seminars and treats them on duty. National, International journals and magazines related to research are available in the library for reference. In addition to that computer and internet facilities in the college are placed at the disposal of the faculty members for Research Purposes. Every year, a college magazine is published in which teacher educators and teacher trainees publish their articles. The college organizes various extension activities through the N.S.S. wing to benefit the local community. The college has good relations with the community as it is linked to it through various extension activities and social programmes. Environmental club, population club and literary club conduct extension activities like Nukkad shows, awareness rallies, cleanliness drives to aware the community about social issues. Distribution of relief material during the COVID-19 has been a special feature of NSS wing of the college. The college has signed MOUs with the other institutions. The college has providing seed money for research activities.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	DOGRA COLLEGE OF EDUCATION
Address	Dogra College of Education Bassi Kalan, Bari Brahmana, Samba
City	BARI BRAHMANA SAMBA
State	Jammu And Kashmir
Pin	181133
Website	<a href="http://www.dogracollegeofeducation.com">www.dogracollegeofeducation.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Vikesh Kumar Sharma	01923-295246	9596734637	-	principal.dogracollege@gmail.com
IQAC / CIQA coordinator	Shefali Sharma	01923-220600	9086443670	-	isodogradet@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

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

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	02-01-2009	<a href="#">View Document</a>
12B of UGC		

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
No contents				

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Dogra College of Education Bassi Kalan, Bari Brahmana, Samba	Semi-urban	5	3046

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BEd,Education	24	Graduation	English	150	62

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

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				15			
Recruited	1	0	0	1	0	0	0	0	1	11	0	12
Yet to Recruit	0				0				3			
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			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				11
Recruited	7	4	0	11
Yet to Recruit				0

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

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

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	0	9	0	9
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	3	0	3
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	12	0	0	0	12
	Female	118	1	0	0	119
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	1	3	2	1
	Female	35	51	46	26
	Others	0	0	0	0
ST	Male	0	1	1	0
	Female	6	10	14	11
	Others	0	0	0	0
OBC	Male	0	2	6	5
	Female	12	16	15	13
	Others	0	0	0	0
General	Male	2	1	5	4
	Female	111	159	156	105
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>167</b>	<b>243</b>	<b>245</b>	<b>165</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>B.Ed. course covers multidisciplines such as pedagogy of Mathematics, Physical Science, Biological Science, Social Science, Languages, Performing Art, Visual Art, Health and Physical Education, Computer Education, Home Science and Commerce. Two year B.Ed. course is designed in such a way that students get maximum flexibility to choose electives offered by University of Jammu. Dogra College of Education is running under the aegis of Dogra Educational Trust which has three colleges namely Dogra College of Education, Dogra Degree College and Dogra Law College. Hence multidisciplinary/interdisciplinary courses, skills enhancement courses and values added courses as per</p>
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	NEP 2020 can be opted by the student teachers of B.Ed. programme and vice versa as and when the affiliating university i.e. University of Jammu issues guidelines with regard to implementation of NEP.
2. Academic bank of credits (ABC):	The examinations are conducted by the Controller of examinations University of Jammu.
3. Skill development:	Dogra College of Education is a Teacher Training College. Teachers require a variety of skills for creating lesson plans, instructing students, working with administrators and interacting with parents. While some of these skills and qualities like patience and leadership are inherent to individuals. Dogra College of Education develops most of them through practice and training during the course. Teachers use their skills to create a conducive learning environment that facilitates the development of their students. College initiates and promotes Teaching and learning Skills of each and every learner throughout the session. Teacher educator also develops critical thinking skills, organizational skills, creative thinking abilities and team work skills among the student teachers. The college conducted the skills development programmes such as workshops on computer literacy, ERP software, soft skills (communication, listening, work ethics, leadership, personality development and individual development) for the student teachers.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	College have integrated of Indian Knowledge system and implemented Teaching in Indian Language and culture which as guided in curriculum by the University of Jammu. College also promotes the regional Language (Dogri).
5. Focus on Outcome based education (OBE):	Dogra College of Education is a premier college for teachers Training Course. It has maintained their legacy of strong commitment to produce skillful teachers at the end of every session. The college provides flexibility and freedom of learning to their student teachers and completely involves the student taking responsibilities. College focuses on outcomes based education system. The faculty members and mentors guide the students based on target outcomes. The curriculum is designed in such a way that the output to be achieved by the end of the session. The college always encourages the student teachers to gain knowledge and develop a better through process



	that would help them earn bread and butter and be successful long term.
6. Distance education/online education:	<p>There is no any distance education/online education run by the college. The National Education Policy 2020 envisions a complete overhauling of the higher education system to overcome constraints that prevent equity, inclusion and diversity. Dogra College of Education has been persistently refurbishing itself in making the best use of ICT in all its academic and administrative activities. This has been achieved through provisioning of appropriate ICT infrastructure and services for all users, including students, faculty and administrative staff. The ERP software has been installed in the year 2020 and remains functional. It is extensively utilized by both students and staff. The portal is handling all admission related matters, registration, attendance, examination, fee management, transport etc. E-mail is extensively used for all internal communication. It has also made significant contributions in providing e-content for new digital education platforms namely SWAYAM PRABHA. The College also provides SWAYAMPBABHA 34 DTH channels of MHRD. The college has provided necessary support and resources for keeping the technical facilities in sync with latest trends. The college encourages their teacher educators and student teachers to enroll in the MOOCs courses. The technical infrastructure also requires frequent upgradation as its obsolescence rate is quite rapid. The college has given special attention to upgradation of ICTs infrastructure like replacement and upgradation of old computer systems, software, creation of optical fiber-based network and Wi-Fi across the campus, which acts as the backbone for supporting digital practices.</p>

## Extended Profile

### 1 Students

#### 1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
165	245	244	167	163
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Any other relevant information		<a href="#">View Document</a>		

#### 1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
150	150	150	150	150
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
75	75	75	75	75
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
89	141	89	61	81
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2020-21	2019-20	2018-19	2017-18	2016-17
87	135	89	61	77
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

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

2020-21	2019-20	2018-19	2017-18	2016-17
70	95	150	94	73
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	14	15	10	9

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

## 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	24	16	16

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

## 3 Institution

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
14.73	25.73	31.67	35.33	27.95

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

### 3.2

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

#### Response: 28

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Planning

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

**Response:**

Dogra College of Education is affiliated to University of Jammu and follows the curriculum designed by the University of Jammu. In the process of curriculum planning and implementation, major decisions have been taken by various academic bodies of the university and these have been expected to be in consent with the broad policy decisions taken by the subject panels of the UGC on one hand and corresponding higher level bodies for Teacher Education on the other. The core activity in the curriculum planning process is working out the details of content items that would help to achieve the specific objectives set up for a particular course. It's a recurring phenomenon that closely corresponds to the changes in the frontiers of knowledge as well as to the changing social needs and expectations. The Board of studies normally consists of teachers and experts with specific subject specializations. The curriculum for the B.Ed. course (two years) in the University of Jammu has been developed by the Board of Studies in teacher education. In planning the curriculum for the B.Ed. course, the decision regarding the different aspects of curriculum planning has been taken at different levels starting from the University of Jammu (Education Department) and the Board of studies in Teacher Education, Academic Council, University Syndicate and University Council of the University of Jammu. There is always flexibility in the schedule and Academic plan of the institution with ample scope for innovation and inclusion of need based activities i.e. providing varied learning situations both at the institution level as well as in the field work. Extension Lectures, debates, symposiums, seminar, workshops, visits, tutorials, team teaching, peer teaching are arranged in a time framed manner. Because of Covid-19, teaching practice had been carried on under simulated conditions for the Third and Fourth semester. In addition to that student teachers have to plan their lessons which help them to develop their lesson writing skills. The students have been given the opportunity to contribute articles/ writings etc. for the college magazine, which will helps them to further develop their writing skills. At the commencement of each academic year, faculty members provide the students with individual time plans . These academic plans are adhered to so that the students are able to gauge with degree of clarity, what portion of the curriculum would be delivered within the stipulated time frame. These time plans are also preserved each year as documents. Besides traditional lectures and seminars, infrastructure for the use of ICT in classrooms, like power point presentations and audio- visual support all are available to make the delivery of the curriculum. Tutorials and brainstorming sessions are held by the teachers with the students and mentoring and participative learning is encouraged. Internal assessments have been done transparently. Evaluated scripts with constructive feedback written by the teacher are shown to the students. Interpersonal skills are enhanced through varied workshops organized by the college.

File Description	Document
Plan developed for the last completed academic year	<a href="#">View Document</a>
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View Document</a>

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

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

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

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

## 1.2 Academic Flexibility

**1.2.1 Curriculum provides adequate choice of courses to students as optional / electives including**

**pedagogy courses for which teachers are available****Response:** 100**1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

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

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

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

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

**1.2.2 Average Number of Value-added courses offered during the last five years****Response:** 0**1.2.2.1 Number of Value – added courses offered during the last five years**

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

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

**1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years****Response:** 0**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

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

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

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

**1.2.5 Percentage of students who have completed self-study courses ( online /offline, beyond the curriculum) during the last five years****Response:** 0**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

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



<b>File Description</b>	<b>Document</b>
List of students enrolled and completed in self study course(s)	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

#### Response:

#### 1. A fundamental or coherent understanding of the field of teacher education

The curriculum has been designed by experts in the field of teacher education keeping in view NCTE guidelines, national curriculum for teachers and emerging trends and practices. Education as a discipline derives its concepts from the disciplines of Education, Philosophy, Sociology, Economics, History, Geography, Statistics, Management, Social Sciences and other allied disciplines. It therefore, adequately reflects both interdisciplinary and multidisciplinary approaches. This provides a coherent and basic understanding of the field of teacher education to its teachers, students and major stakeholders.

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

Apart from teaching theoretical and pedagogical subjects, a very important component of teacher education programme is the practice teaching. The institution trains its faculty and students in the teaching skills both at the micro and macro level. Orientation is provided in the knowledge and acquisition of teaching skills through micro-teaching cycles, followed by demonstration of model lessons in all teaching subjects by the experts. Besides this, the student teachers are trained in the effective use of technology supported teaching and the use of interactive board in the process of teaching and communicating.

#### 1. Capability to extrapolate from what one has learnt and apply acquired competencies

An integral component of practice teaching is the introduction of internship/school experience. This makes professional preparedness of student teachers more meaningful. The student teachers get first-hand experience as full time teachers of the school. The Student teachers visit (DIET) District Institute of Education and Training and (SIE) State Institute of Education. In addition to this, they also visit different types of schools like nursery, primary, middle, high, inclusive schools and innovative centres for first-hand experience, exposure to teacher and student behavior and management system of different institutions. They also participate actively in the regular activities of the school where they teach. The students are

expected to maintain a record of these activities in the form of “Reflective Journal”. In this manner, they develop the capacity to extrapolate from what they have learnt and apply this knowledge and experience in their actual teaching assignments in future.

**1. Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.**

**Emotional Intelligence:** It is the ability to understand, use and manage one's emotions in a positive way to overcome stress, communicate effectively, empathize with others, overcome challenges and thwart conflict. According to Daniel Goleman , an American psychologist who helped to popularize emotional intelligence, there are five key elements to it:

Self-awareness

Self-regulation

Motivation

Empathy

Social skills

Dogra College of Education helps the students to develop emotional intelligence by organizing many activities. One such activity is yoga session organized for the student teachers. Yoga helps the students to develop a sense of self control. Students are provided with guardian teachers that help them to interact with their teachers and share their emotions. Social outreach activities such as swacchata pakhwada, mask distribution etc are also organised for student teachers in which they are encouraged to give back to the society. Student teachers are also encouraged to work in groups which increase their collaboration with others.

**Critical thinking:**It is a core academic skill that teaches student teachers to question or reflect on their own knowledge and information. Critical steps to improve critical thinking include analysis, interpretation, current, and evaluation. Students are made to write the reflective journals, which is a component of their portfolio in which they trace their development throughout the programme such as development of self as a person, development as a teacher and development of holistic personality. This develops critical thinking ability of the students. Group Discussion, brain storming, inductive- deducutive, analysis- systhensis, problem solving are important methods of teaching practiced for instructional purpose in the college.

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

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

#### **Response:**

Dogra college of education stresses on the all-round development of the teacher-trainees i.e. physical, mental, and social development. The institution provides first hand practical experience, aimed at developing a deep understanding of the Indian school system, the curriculum prescribes visits of student teachers to Anganwadi centers, State Institute of Education (SIE) and District Institute of Education and Training (DIET) which are arranged to clear the concept of functioning of the school system at the state and district level. Due to Covid restrictions, in the last academic session the students were given a virtual tour through the website of DIET and SIE. The teaching practice component is divided into different phases. The student teachers go for practice of teaching in government and private schools affiliated with the state board of school education. This allows them to understand the different functioning of school. Teaching in different schools helps them to understand differences in curriculum, transactional methodology, norms and standards and assessment systems. They also visit preschools, nursery, middle, secondary and higher secondary wings of schools affiliated to state board of school education to get a clear picture of schools running under state board in these programmes. A comparative perspective is created in the thinking of practicing teachers by visits to inclusive school. These visits sensitize them to the needs of special children in an inclusive set up and how to handle them during classroom interactions, thereby developing empathy towards such children and distinguish them from other children in the class. Visits to some innovative schools/institutions prescribed in the curriculum help student teachers to gain a national and international perspective by witnessing some novel trends in imparting education like e-learning, ICT based teaching learning and assessment. They learn about the latest trends and initiatives adopted in the field of education elsewhere in other states and countries to benefit from it as future teachers. Apart from these visits, they have a course of History of Education, in which they are given knowledge about India through Pre- Independence Period to Post- Independence Period. This course also covers constitutional provisions and commissions. Student teachers are also made to understand different schemes like RMSA, SSA and RUSA.

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

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

#### **Response:**

Dogra college of education provides a wide range of curricular experiences, student teachers draw and develop a professional attitude, knowledge and acumen. The institution has the tradition of orienting the students in the new session/ new semester about the different components of the curriculum, highlighting the inter connection of different learning engagements. Theory, practice of teaching, school experience, internship, training, co-curricular activities and community services are interwoven and connected. One leads to the other in a cyclic process, to make an enriching learning experience for the student teachers. Teaching as a profession is understood through courses like “Education in Indian Perspective”, “Philosophical and Sociological Bases of Education” in the teacher education curricula. Course of inclusive education prepare prospective teachers to become sensitized to the needs of special children in the actual classroom. In order to develop teaching skills, the student teachers are deputed to schools for 20 weeks internship cum teaching practice programmes to get hands-on experience in different phases like micro, macro, simulated and actual teaching in classrooms. It leads to acquiring teaching skills among the students. To make them sensitized to the societal issues, there is a component of project work in the curriculum, which has four parts. In the first part, the student teachers have to adopt a pupil for teaching, in the second part, they have to plant a tree and have to take care of it from semester-I till semester- IV. The third part consists of psychological testing, in which they are made to understand individual differences, interpersonal skills, personal traits etc. The last part is concerned with the portfolio, they have to compile all the academic activities they have done during their course. The student teachers gain an understanding of both the theory and practice of teaching through these activities. School experience and internship are the essential components for developing professional skills of the student teachers where they get to act as full time teachers in a school. They also maintain a reflective journal to record all the activities in which they take part. This way they get expert guidance of the teacher education colleagues and heads of the practicing schools and prepare themselves for the profession of teaching in a scientific manner.

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

## **1.4 Feedback System**

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

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

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

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

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

**Response:** C. Feedback collected and analysed

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 64.27

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

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

**Response:** 45.07

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	58	23	20	42

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

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

**Response:** 0

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

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

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

**2.2 Honoring Student Diversity**

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

**Response:**

**Response:-**

Admission process of the B.Ed. institution is a centralized controlled by the University of Jammu. Candidates with atleast 50% marks for the general and 45% marks for SC/ST candidates either in the bachelor degree (10+2+3) pattern and/or Masters degree in Science/Social Science/ Humanity/Bachelor in Engineering or Technology with specialization in Scinece and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the B.Ed. Programme.

The college assess the learning level of the students after admission at various stages and organizes special activities for slow learners as well as advanced learners.

**Assessment of Students**

The college continuously assesses the student's performance and identify the slow and advanced learners based on the following:-

- (a) Class tests are conducted regularly by the teachers.
- (b) Continuous monitoring of academic performance and special educational needs of students are identified by the mentors.
- (c) Group and one to one interaction of students and teachers during teaching.
- (d) Performance of the student in 1st and 2nd internal assessments.

**Slow Learners**

- (a) Tutorial classes are arranged.
- (b) Remedial Teaching is conducted for the slow learners

**Fast Learners**

- (a) College promotes peer teaching by motivating advanced learners to help slow learners.
- (b) Depending upon the talent of the students, they are made to participate in co-curricular activities like Rangoli competition, Debates, Quiz etc. They also become the member of literary club, population club and environmental club

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>

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

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

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

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

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



File Description	Document
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with caption and date	<a href="#">View Document</a>

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

**Response:** 16.5

#### 2.2.4.1 Number of mentors in the Institution

Response: 10

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

## 2.3 Teaching- Learning Process

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

**Response:**

**Response:-**

The college is envisioned to be student centric and therefore teaching learning methods include experiential learning, participative learning and problem solving methodologies etc. Student centric teaching methods are reflected in project work, field visits, guest lectures, role plays, team work, debates, seminars, quizzes. Presentations are employed to make teaching and learning more effective.

### 1. Experiential learning

#### 1. Project work

- Project work is an essential element of B.Ed. programme.
- In the final semester the student has to compile project work.

### **1. Participation in competition at various levels**

- For real time exposure students participate in various competitions at college level or University level. The students participate in debates, seminars, symposiums, quizzes at inter college level, intra college level and University level.

### **1. Field Visits**

- Students have to go for visits in different areas e.g. visit to aganwadis, visit to DIET, visit to Nursery, primary, high school, middle school, higher secondary school, visit to SIE, visit to innovative centers for their internship.

### **1. Guest lectures**

The college organize guest lectures by eminent experts so that there is enhancement of knowledge in students and teachers.

### **1. Practical teaching/ School experience/ Internship**

- The college considers school experience programme as an essential component of the B.Ed. programme. It ensures that student teachers use this opportunity for learning to integrate theory with practice programme and students are required to attend their allotted schools.

### **1. Participative learning**

#### **1. Team work**

- The college organizes different activities in which students participate. Organization of these events promote leadership qualities along with the spirit of team work.
- The activities in NSS camp helps the students to learn the art of working in a team for social or working in a team for social or community welfare.

### **1. Debates and Seminars**

- Students under the supervision of faculty organize group discussions, debates, seminars where they explore the nuances of the topic and share their learning with the whole class.

## 1. Group work

- Practical, teaching practice and workshops involve individual as well as group work under the guidance of the teacher.

## 1. Problem solving methodologies

### 1. Tutorials

- Tutorials are yet an important aspect of the programme giving space for mentoring the students wherever needed. Tutorials provide the needed students for development of communication skills, ICT skills, writing skills etc. among the students. The college time table has fixed time slot allotted to them.

## 1. Inclusive Education

- The college adapts various inclusive practices to address to the requirements of the differently abled students. The students with low vision and hearing impairment are allowed to sit on the front benches in the class. The expecting mother, if any are given appropriate freedom for undertaking the work. The college has been organize seminars on inclusive education for the benefit of students.

1.

### 1. Online mode:-

- The college imparted the knowledge to students by different online modes i.e. whatsapp, Google meet, Zoom classes, wiseapp. The teachers provided study material, ppts. To the students through online mode. The internal assessments are also taken by the teachers through online mode.

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

### 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:** 77.78

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	14	8	8	5

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

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

**Response:** 100

#### 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: 165

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

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

1. Understanding theory courses
2. Practice teaching
3. Internship

- 4. Out of class room activities
- 5. Biomechanical and Kinesiological activities
- 6. Field sports

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

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

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

**Response:**

**Response: -**

The interaction of principal and staff of the college with the students is a regular feature. Various provisions in the college support and enhance the effectiveness of the faculty in teaching and mentoring of students.

- The working environment of the college is conducive for the overall development of the faculty as well as the student teachers.
- Teachers are chosen for their ability to model quality teaching practices that honour diversity and create classroom environments that support personal, social and academic success for all students. They are enriched further by arranging talks on different need based themes.
- The teachers are provided conducive environment in the college for establishing direct rapport with the needy students. They feel free to suggest any remedial/corrective/reformative steps which the college tries its level best to translate into material success.
- Faculty members have been provided with the Audio-Visual aids, the LCD projector, OHP etc through which learning is made effective & efficient.
- There is provision for attending various faculty development programs and orientation sessions. The college strives to enhance the facilities and equipments so that the faculty does not face any difficulty in the performance of its assigned tasks. ICT, Laptops, Projectors are optimally used by institution to enhance the quality of teaching learning process.
- There is sharing of the responsibility among the students in different activities and involvement of faculty in day to day work of college through constituted committees.
- For balancing home and work stress, college encourages for meditation, listening music and organizes yoga sessions and picnics.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

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

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

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

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

**Response:**

The institution work whole heartedly towards creating an overall environment of teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. for fulfill the needs of students. Teachers of Dogra College of Education had given preference to creative aspects in teaching to enhance different skills of creativity in the students. The college plays an active role in training the faculty as well as students also. The trained and other sensitized faculty takes effective measures in implanting innovative techniques in teaching learning in order to enhance motivation and self directed learning among the students. The various innovations tried are as follows:

#### **1.Academic Activities:-**

- The institution has enough human and non- human resources like a spacious well stocked library which has national and international research Journals, reference books, newspapers etc. to promote intellectual excellence among the student teachers and teacher educators them. Various programmes like orientation programmes, Educational visits, seminars, debates, group discussions, extension lecturers, workshops and various competitions are organized from time to time to cater to the varied needs of student teachers.

#### **2. Co-Curricular Activities:-**

- Co – Curricular activities are being held at college which keeps the students active throughout the

year. These activities mould the personality of the students. These activities include, morning assembly, daily news presentation, annual sports meet, celebration of important days (national/international). rangoli competition, community outreach programme, plantation drive, each one teach one and swachhta campaign and NSS camp etc. All these activities engage the student teachers in active learning. Active participation in an activity will improve students brain functioning. They will develop their concentration and time management and skills.

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

## 2.4 Competency and Skill Development

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

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

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

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

**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

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

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

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

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

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

**Response:** B. Any 3 or 4 of the above



<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

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

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

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

**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

<b>File Description</b>	<b>Document</b>
Report of the events organized	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

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

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

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

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

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

**Response:**

**Response: -**

Internship programme for any Student-Teacher is very essential component and important part of the Teacher Training Programme. The college plans internship programme very systematically. Before sending the student-teachers to internship at allocated schools, college gives all kinds of support and motivation to each and every student teachers to attain their goals. Firstly, the college request to Chief Education Officer (CEO) for allotment of schools for internship programme. Students are allotted to different schools for internship for Eight weeks in 3rd and 4th semester. Before the commencement of teaching practice student teachers are given adequate information about the school activities and curriculum framework. Faculty members give all necessary guidance and knowledge for better understanding and implementation of lesson plans. Group supervisor makes them aware to handle all conditions at the concern located schools. They also deliver the knowledge of making effective lesson plan, management of class as well as offices and use of skills which have given at the time of practice session and Teaching Skills and also facilitate them all how to organise and maintain the rational event as well as day to day functioning of schools. Each School also deputes a Mentor Teacher for proper guidance and day-to-day functions of schools. Both the supervisors and Mentor Teachers along with Principal assess them regularly to manage their class, day-to-day activities, functions and creativity to handle their given tasks of schools concerned.

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

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

**Response:** 14.83

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

Response: 6

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

#### 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:** B. Any 6 or 7 of the above

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

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

**Response:**

**Response:** -

**Optimal impact of internship in schools with specific reference to the role of teacher educators,**

**school principal, school teachers and peers.**

The internship programme is developed with practice teaching schools with effective involvement of the school staff and mentor teachers. The college approaches the schools for commencing the internship programme. About twenty to twenty five student teachers are assigned in the particular school. Subject wise list is prepared in consultation with the student teachers keeping in view the availability of the subject to be taught and medium of instruction to be opted. Before going to schools, students are taught the skill of writing instructional objectives, lesson plan, making teaching aids, drawing pictures preparing charts, flash cards & models etc. The student teachers are sent to practicing schools for real classroom teaching. Each teacher educator is assigned one practicing school for the purpose of supervision of teaching practice. The observations are analyzed through Teacher educators, staff and principal & peer group feedback Performa.

**1. Feedback from teacher educator**

The teacher educators give feedback and suggestions to the student teachers for future improvement. This feedback contains following parameters

1. Lesson Planning
2. Teaching Techniques and methods
3. Teaching aids
4. Clarity and relevance of teaching material
5. Class discipline and management
6. Organization of co-curricular activities

**2. Feedback from staff and principal of the practice teaching school**

The serving teachers of the practice teaching schools are also involved efficiently in the internship session and practice teaching plans are developed in partnership cooperatively involving the school staff and mentor teachers. Keeping in view the need of the school the student teachers and school students are groomed properly.

The school teachers and principal give feedback and suggestions to the student teachers for future improvement. This feedback contains following parameters

1. Teaching methods and techniques used by pupil teacher
2. Lesson planning as per directions and policies of the institutions
3. Teaching aids
4. Clarity and relevance of the teaching material
5. Class discipline and management

6. Organization of co-curricular activities
7. Performance on internship
8. Pupil teachers – students relationships
9. Managing the diverse needs of the students

### 3. Feedback from peer group

The peer group has to rate the practice of teaching performance of their respective group on the following attributes using the 5 point scale.

1. Level of achievement at micro practice of teaching
2. Understanding/ mastering of different skills
3. Awareness regarding models of teaching
4. Mentoring by the supervisor
5. Response at internship
6. Feedback from staff / principal of practice of teaching school
7. Organization of co-curricular activities
8. Contribution of practice of teaching in the professional development of the pupil-teaching
9. Relevance of inclusive education

After completion this practice teaching in schools , a feedback session is conducted in the institution in the presence of the principal and the teacher educators as faculty members to share with the student-teachers regarding their experiences in the schools and to give some suggestions for further improvement in their teaching performance.

File Description	Document
Documentary evidence in support of the response	<a href="#">View Document</a>

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

##### 1. Self

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

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

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

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

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

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

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

## 2.5 Teacher Profile and Quality

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

**Response:** 71.59

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 15.87**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 02

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>

**2.5.3 Average teaching experience of full time teachers for the last completed academic year.****Response:** 5.8**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 87

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

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

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

**Response:****Response:-**

Teachers of Dogra College of Education follow the above efforts for their up-gradation. Mostly the teaching faculty involves in other educational programmes and also visits other colleges for academic purposes. This enhances their academic performance and keeps them updated. Community and academic experts are also invited for formal/informal talks to the student teachers, teaching and non-teaching staff of the college. Input from parents of the student teachers, alumni and interaction with the neighborhood provide general feedback about the course and the related curricular/co-curricular activities. Their suggestions are always welcome. Thus, most of the feedback is focused on curriculum-related academic and training aspects and as a result, it is observed that it helps all concerned in achieving institutional goals and in the creation of professional teachers. Informal discussions between faculty and student teachers provide feedback about the relevance of the course content, coverage, institutional climate etc. Management and the Principal of Dogra College of Education always look forward to systematic and objective analysis of the observations that may happen or have happened in the college. From time to time

house discussions are carried out between the principal and the faculty members on the development and issues of education and the institution is also encouraged to discuss the policies and regulations in seminars and workshops.

File Description	Document
Documentary evidence to support the claims	<a href="#">View Document</a>

## 2.6 Evaluation Process

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

#### Response:

#### Response:-

The assessment of the student teachers has been done continuously throughout the stay in the college with a transparent mechanism. Continuous Internal Evaluation (CIE) of student learning is in place in the institution. Every topic of each subject is very important in receiving major learning components for the student teachers. It is very useful to develop their thinking and ability. The examination committee of the college looks after the fair and smooth conduct of the examination. The college conducts two internal assessment tests in each semester. The examination committee conducts the exam in coordination with the services of teachers from different subjects. Guidelines for teachers and students regarding the internal assessment are prepared as per the University rules, which are made available to all faculty and examination committee. Dogra College of Education has an efficient examination and evaluation process. The examination committee of the institute is fully dedicated to conduct the exams in the most efficient manner and ensures effective exam conduct. The college follows an evaluation pattern of 40 marks for internal evaluation and 60 marks for the final examination. The 5 marks are to be awarded for the attendance percentage which the student-teacher has earned in proportion to the number of the classes attended for each subject. The attendance record is maintained on daily basis. The other 5 marks have to be objectively awarded on the basis of the observations which a teacher educator does for student-teacher behaviour as per the curriculum of the B.Ed Program. Besides it, 20 marks are meant for the Internals. The internals includes Tests/ Tutorial/ Seminar/ on spot questions/ group discussion/ group presentation etc. The tests are to be conducted twice in one semester with 5 marks each. The teacher educator maintains the record of the performance of the students. The students are given feedback on their performance. The other 10 marks are for sessional work. Internship cum teaching practice at the end of every semester is to be evaluated on the value points. The teacher incharge/ teacher educator observes the lesson very keenly and gives the remarks for further improvements. The teacher Educator conducts the internship/ visits in every semester as per schedule. Internal assessment marks are submitted to the concerned Principal who, after reviewing the same submits them to the controller of exams for consideration in the final mark sheet.



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

### 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	<a href="#">View Document</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>

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

**Response:**

College has adopted a Mechanism for grievance redressal to examination. There is complete transparency in the internal assessment. The following criterion is adopted as directed by principal of the college.

- At the beginning of the semester faculty members inform the students through orientation sessions about the various components in the assessment process during the semester.
- The internal assessment test schedule is prepared as per the University and communicated to the students well in advance.
- The corrected answer papers of the students are distributed to them for the verification by the students and any grievance is redressed immediately.
- The marks obtained by the students in internal assessment tests are on the notice board.

- Day to day performance of the students is assessed through performance in class tests, viva-voce, examinations, group discussions and peer teaching.
- For the quality of the project work, internship & teaching practices is evaluated by the group supervisors.

The institution adopts grievance redressal mechanism for the redressal of the grievances of the students. For proper actualization of this mechanism, there is a “Grievance Redressal Box”. The students have to put their any grievance in writing in plain paper in that box and these grievances are discussed in the meeting of the Grievance Redressal Cell of the institution. After through discussion of the grievances put forth by the students with proper justification, the grievances are sent to the principal for its redressal. Most of the grievances related to the examination are received by the examination committee of the college. The errors in their results like marks of the internal assessment, attendance sheets, error in the bio-data etc. are immediately addressed, corrected by convener examination committee and grievances & redressal cell. Every staff member concerned is instructed for due care and cooperation for the quick disposal of student grievances. The close and continuous communication is maintained by the convener examination with the sectional authorities for speedy disposal of queries and doubts if any. Hence the College employs a robust multi-tiered mechanism to ensure transparency and objectivity in dealing with grievances related to internal examinations.

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

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

##### Response:

##### Response: -

The institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation (CIE). Dogra College of Education is affiliated to the University of Jammu and college calendar of events is prepared in line with the university calendar of events by including working days, internal assessment dates, practical exam dates and visit dates. Academic calendar is the backbone of various teaching-learning plans which is framed at the beginning of every semester. It is displayed on notice boards of the college, library and website. Subject allocation for the faculty members are done well in advance, so that they can make lessons plans for courses. Teaching plan includes lecture hours, unit number, content of syllabus to be covered, methods of delivery etc. Approved calendar of events is circulated to all the staff & students and also uploaded on the college website for information & compliance. Lesson plans and Class time table are then prepared based on the academic calendar and distributed to the students. College also takes care of curriculum plans, activities like internship, school visits, community activities by cells and clubs, besides continuous internal evaluation strategies like tests, assignments, quiz, presentations etc. The Principal of the college issues circulars to all the faculty members concerning internal examinations and

other administrative work. The Principal through the academic committee meetings frequently reviews the semester's progress and provides suitable suggestions.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>

## 2.7 Student Performance and Learning Outcomes

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

#### Response:

On successful completion of the two-year B.Ed. programme, pupil teachers will be able to develop:-

1. **Teaching competency:** Know, select and use of learner-centered teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences, select and use of appropriate assessment strategies for facilitating learning.

2. **Pedagogical skills:** Applying teaching skills and dealing with classroom problems.

3. **Teaching through Non-conventional Modes:** Evolving a system of education which enhances the potential of every learner to acquire, retain and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning.

4. **Critical Thinking:** Analysis of Curriculum, construction of blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.

5. **Effective Communication:** Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.

6. **Sensitivity towards Inclusion:** Identifying the diversities and dealing it in inclusive classrooms environment, guidance and counseling programmes for disabled students.

7. **Effective Citizen Ethics:** Understand different values, morality, social service and accept responsibility for the society.

8. **Self-directed Learning:** Preparing scripts for seminars, lesson plans and online content.

9. **Social Resilience:** Understand about social entities and enable to cope up with adverse conditions of life.

10. **Physical Development:** Practice yoga, physical education and games and sports.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

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

**Response:** 97.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
87	135	89	61	77

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

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

**Response:**

Assessment for attainment of programme learning outcomes and course:

Annual Quality Assurance Report of **DOGRA COLLEGE OF EDUCATION** learning outcomes is the process carried out by the institution that identify, collect and prepare data to evaluate the achievement of programme learning outcomes and course learning outcomes .It is done by direct method. This method displays the student's knowledge and skills from their performance in the continuous Internal Assessment Tests, activities such as seminars, sessional work, group discussion, project work, internship etc. Assessment for course learning outcomes is the ratio of 40:60. Out of 100 marks in each course code 40 marks are for internal assessment and 60 marks are for external assessment by the university. The college has a systematic process of collecting and evaluating data on programme learning outcomes and course learning outcomes for which the assessment of the course-level is done via continuous assessment having a particular weight age depending upon course objectives, learning outcomes and pedagogy. The evaluation is rigorous. In each course code two Internal Assessment tests (10marks), sessional work (10 marks), on spot questioning (5 marks) and group discussions (5 marks), attendance (5 marks)and pupil teacher behavior (5 marks) is evaluated by the incharge teacher. The college make use of evaluation from learning

outcomes by subject wise analysis of result of the student. The feedback from the teacher trainees is also obtained to analysis the effectiveness of programme. Reflective journalof the student also analysed to see the development of knowledge, skills, values and attitudeamong the teacher trainees.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>

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

**Response:** 89.89

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

Response: 80

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

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

**Response:**

. Dogra College of Education has evolved its own dynamic mechanisms for student assessment and adoption of remedial measures to assist students facing constraints. The system of continuous internal assessment through tests, seminars, assignments, sessional work, classroom discussions, presentations and such other means allows teachers to monitor and assess the progress of students. This system also helps students to get a feedback about their progress during mid-course so that they can work towards improvement. Based on their performance, students are advised and encouraged to attend remedial/tutorial classes that are included in the teaching schedules. These provide an opportunity to both advanced and slow learners to meet faculty members for individual- or smaller group-based learning sessions. The college follows a mentor-mentee process for providing personalized and regular support to students. Faculty members are assigned as mentors to students to help them to cope with their studies and even problems in their personal domain which impact their overall performance/well-being. Students are encouraged to optimize their potential through special opportunities provided to them by way of scholarships, awards and other recognitions. Platforms for enabling students to participate in diverse curricular and co-curricular forums like seminars, conferences, lectures, and other literary and cultural events are consistently organized. Students who demonstrate high standards of academic performance are

encouraged to participate in conferences and seminars organized by other colleges and universities to broaden the scope of their learning. Various assessment tasks performed by the students are grouped as; Minor Test, ICT Based Quiz, Sessional Work, Project Work, Internship, Communication Skills. The tasks for completing these components of internal assessment are aligned with CLO's according to the programme the students are enrolled in.

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

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

**Response:** 3.51

## 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..**

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

**File Description**

**Document**

Data as per Data Template

[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)**

2020-21	2019-20	2018-19	2017-18	2016-17
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:** D. Any 1 of the above

**File Description**

**Document**

Data as per Data Template

[View Document](#)

Any 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:** C. Any 2 of the above

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

## 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:** 0.71

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	4	2	2

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

### 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:** 0.4**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

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

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

**3.3 Outreach Activities****3.3.1 Average number of outreach activities organized by the institution during the last five years..****Response:** 6.8**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
6	4	10	7	7

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

**3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years****Response:** 41.26**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
80	72	75	97	82

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

**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:** 93.19**3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
115	245	240	167	150

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

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

**Response:**

Dogra College of Education undertook various extension activities that aimed at the holistic development of students and sensitizing them to social issues. The most notable activities were conducted under the various clubs and committees such as National Service Scheme Unit (NSS), Environmental, Literary, Population clubs and Social Cultural committee. Outreach activities are compulsory for B.Ed. student-teachers. The college organizes activities outside and inside the campus to make student-teachers sensitive to social issues. At the same time, they develop their skills which are good for society. The student-teachers visit neighbouring localities and conduct various activities regularly. Dogra College of Education organizes extension activities in the neighbourhood community in terms of impact and sensitizing students to social issues and holistic development. NSS Wing is headed by a Programme Officer to execute NSS activities throughout the year. They are instrumental in converting students into responsible citizens of the country. Through NSS various programs are organized to spread awareness about health care, cleanliness, energy conservation, environment protection, social equality etc. The NSS unit of the college adopted village Dholian and involves the local community in various activities.

**The NSS Unit takes part in various initiatives like: -**

1. Swachh Bharat Abhiyaan
2. Plantation Drive
3. Awareness programs on AIDS Prevention
4. Awareness about Gender Sensitization
5. Covid-19 Pandemic Awareness Programme
6. Community Outreach Programme
7. World Environment Day
8. International Yoga Day

The activities listed above indicators of how multiple issues of social, political and economic significance are discussed and dealt with to create sensitivity and understanding among students and contribute to the balanced development of their personality, so that committed and ethically informed citizenship is created.

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

**3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years****Response:** 0**3.3.4.1 Total number of awards and honours received for outreach activities from government/**

**recognized agency during the last five years.**

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

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

### 3.4 Collaboration and Linkages

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

**Response: 1**

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	0	0	0

File Description	Document
Report of each linkage along with videos/ photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response: 0**

**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**

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

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

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

**Response:** C. Any 3 or 4 of the above

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

Dogra College of Education has constantly endeavored to provide quality education and ensure all round development of the student teachers in order to create aware, responsible and empowered citizen. The institution has necessary physical infrastructure facilities as per University of Jammu norms to run the B.Ed. Program. It has land coverage area of over 8 kanals, 2 marlas. The college has the following infrastructure facilities for curricular and extracurricular activities.

**Classrooms**

The college has well-furnished, spacious and well ventilated classrooms . Classrooms are maintained as per norms for proper visibility and audibility. The classrooms are equipped with adequate furniture, blackboards, projectors, fans, lights and power backup.

**Laboratories**

The college has domain centric laboratories like Language Lab, Science Lab, Mathematics Lab, Social-Science Lab, Art & Craft Lab, Resource Center and psychological testing lab etc. Adequate and well-maintained equipment to conduct experiments is provided.

**Multipurpose Halls**

The college has two Multipurpose halls and one air conditioned conference hall in the academic blocks to conduct seminars, conferences, guest lectures and workshops for students and faculty. All Multipurpose halls have adequate seating capacity and these are equipped with LCD projectors, whiteboard with internet facility.

**Computing Equipment**

The college has 28 computers .The college has separate air conditioned IT lab for conducting programmes & Simulation experiments to enhance the skills of the students. The desktop is provided to the teaching staff having internet connectivity.

**Library**

College Library is semi-automated with ERP software (JUPSOFT). It is updated regularly with the latest books, periodicals. It has also reprographic facility. Library has subscribed 12 journals including National & International, 5495 books, 8 magazines and 8 newspapers. The college provides the DELNET, NDLI

facilities for online searching.

### **Transport, Medical and canteen facilities**

The college provides transport, medical and canteen facilities for the students and staff. Canteen facility has adequate seating capacity.

### **Games and sports facilities**

College play grounds provide sufficient space for extracurricular activities like playing basketball, volleyball, badminton, Kabaddi and athletics we also train students for different events. Facilities for indoor games namely, table tennis; chess, carom board etc. are also provided. Physical education teacher helps to train students, maintain sports facilities, arrange sports tournaments, maintain sports record, organize annual sports event etc.

**Girls Hostel:** To facilitate out station female candidate, the college has girls hostel within the college campus with a capacity of 80 boarders. Recreation rooms equipped with television, newspaper & comfortable seating are an instant hit with all resident. The students are provided with proper Mess and Generator facilities in the hostel.

**Boys Hostel:** Boys hostel is situated at a walking distance of about two minutes from the College Campus. Homely atmosphere is provided in boys hostel. Other facilities are same as in Girls hostel.

### **Guest House**

The college infrastructure includes a magnificent guest house with modern facilities for guest faculty and visiting professors. The parents of the students can also avail this facility.

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

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

**Response:** 62.5

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

Response: 5

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

Response: 08

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

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

Response: 11.15

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.4	7.1	3.3	2.7	1.6

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

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

Response:

Library is semi automated using Library management System namely ERP (Jupsoft) which makes it possible to use electronic resources e.g. by providing Bar Code scanning to identify the books. All Library procedures like circulation, cataloging, book allotment, book return, library search, book reservation,



library bill entry, magazine receiving entry, newspaper receiving entry, physical stock verification and accession master which help to create accession number for new books. Closed circuit television (CCTV) surveillance cameras are installed in the library for strict surveillance. Internet and reprography facility with computer system, barcode scanner with BSNL Fiber connection is available in the library.

### **Electronic Resource Management package for e-journals**

The library subscribes DELNET and NDLI which provides access to digital library resources. Link to scholarly open access journal/database is also available on the library webpage. Students and teachers also use NDLI facility which provides free of cost access to many books. It is a virtual repository of learning resources which is not only just repository with a search/browse facilities but also provides a host of services containing textbook, articles, videos, audio books, lectures, simulations, fiction and all other kinds of learning media for the learners/ users community.

### **Internet connectivity**

Internet connectivity is housed in the Library for access to e-resources. Students can access the E-resources with IP address from anywhere in the campus.

The library is equipped with 03 computers, Xerox machine and internet facilities which help student teachers in accessing information. The teacher educators and students collect more information from websites to find useful teaching ideas, or more academic articles. This is the way the teachers and students get enriched.

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

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

#### **Response:**

To provide remote access to library our library links with website and DELNET which help users to search e-books, e-journals, e-newspaper etc remotely away from the institution. To access these resources our library subscriber DELNET. Link to scholarly open access journal/database is also available on the library webpage. Internet connectivity is housed in the library for access to e-resources. Students can access the e-resources with IP address from anywhere at the campus as well as away from campus. College has also provided DELNET username and password to every student and teacher. Besides DELNET our students

can also use SWAYAM PRABHA, NDLI, E-Gyankosh and other e-resources which are available free of cost. SWAYAM PRABHA is a group of 34 DTH channels devoted to telecasting of high-quality educational programmes on 24x7 bases using the GSAT-15 satellite. Every day, there will be new content for at least four hours which would be repeated five more times in a day, allowing the students to choose the time of their convenience.

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

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

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

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

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

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

**Response:** 0.52

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.45	0.51	0.44	0.63	0.56

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

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

**Response:** 0.78

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

Response: 43

##### **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: 23

##### **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: 10

##### **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: 50

##### **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: 14

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

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

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

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

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

## 4.3 ICT Infrastructure

### 4.3.1 Institution updates its ICT facilities including Wi-Fi

**Response:**

College has a computer laboratory in order to materialize ICT as learning resources. The availability of hardware, software, internet connectivity, audio visual, Transparencies, LCD Projector etc., other media and materials with ample access for the faculty to fulfill their teaching needs. College has Computer/ET resource center having 28 computers. It has internet facility for the faculty and student teachers which is used under the supervision of Faculty & IT incharge. The internet access is given free of cost to all the student teachers during the working hours/days. College has ET resource center which is equipped with audio-visual facilities like cassette player OHP Projector, Computers etc. as teaching-learning aids. The student teachers frequently use the equipments of the ET resource center and are allowed to take them to the respective schools for practice teaching. Initially college has broadband connections of BSNL (VPN connection) in 22 Jan 2011. Now the campus is having 100 MBPS of high speed internet facility through

BSNL Fiber. The college has a Wi-Fi facility in the campus for the student and faculty members to avail internet connection at any place in the college. IT lab offers students the facilities of e-mail, net surfing, up/down loading of web based application, besides helping them in preparing projects & seminars.

Most of the official work is being done with the help of ICT. The college regularly maintains the IT facilities. Following are some basic facilities for updating:

- Antivirus is installed in all the computers by the IT in charge (DET).
- WI-FI connectivity is available in the campus.
- CCTV is installed in the campus.
- Data backup has been taken on regular basis.
- Data processing (Academics and Administrative) work has been done through ERP software and it is maintained by JUPSOFT Technologies.
- Website is maintained by Ideogram Technology Solutions Pvt. Ltd. (568 A, Gandhi Nagar, Jammu).

Detail of the amount spent on institution ICT facilities including WIFI

Sr. No.	Items	Date of Installation	Amount	Maintenance	Vendor
1	Computers	25.04.2017	Rs. 35910/-	Regularly	M/S B
2	Website	27.05.2019	Rs. 30000/-	maintained by operator	ENCI Desig
3	ERP Software	04.08.2020	Rs. 74812/-	when required	JUPS
4	Anti-Virus covered under AMC	27.07.2021	Rs. 2672/-	Regularly	Glom
5	External HDD	19.08.2021	Rs. 3900/-	when required	Kunda
6	Projectors & Printers	15.04.2015	Rs. 34995/-	when required	Unite
7	DELNET	30.03.2015	Rs. 16500/-	Renewal of membership with Rs.13570/-	E. Tai
8	Language Lab	12.07.2013	Rs. 83976/-	Maintained	Jain F
9	Swayam Prabha	28.03.2019	Rs. 5990/-	Maintain regularly	Arun

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

#### 4.3.2 Student – Computer ratio for last completed academic year

**Response:** 5.89

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

<b>4.3.3 Internet bandwidth available in the institution</b>	
<b>Response:</b> 100	
<b>4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS</b>	
Response: 100	
File Description	Document
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

<b>4.3.4 Facilities for e-content development are available in the institution such as</b>	
<ol style="list-style-type: none"> <li>1. Studio / Live studio</li> <li>2. Content distribution system</li> <li>3. Lecture Capturing System (LCS)</li> <li>4. Teleprompter</li> <li>5. Editing and graphic unit</li> </ol>	
<b>Response:</b> E. None of the above	
File Description	Document
Data as per Data Template	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus and Infrastructure

<b>4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</b>	
<b>Response:</b> 86.71	
<b>4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)</b>	

2020-21	2019-20	2018-19	2017-18	2016-17
13.87	18.10	27.80	31.90	25.74

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

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

##### Response:

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities such as laboratory, sports, computer, classroom etc in the college. A supervisor is appointed to monitor and maintain the physical facilities and Housekeeping. The college ensures optimal allocation and utilization of the available estimated budget for maintenance and upkeep of different facilities by holding regular meetings of various committees constituted for this purpose as per the requirements in the interest of students.

A brief description is presented below on maintenance and utilization of some facilities.

**1. Laboratories:-** Each laboratory has one teacher as a lab incharge. Lab in-charge is responsible to maintain and upgrade the laboratory with necessary equipments from time to time to cope with change in the syllabus. Dead stock verification (Physical Verification) is carried out to verify working/nonworking/missing equipments etc. Preventive maintenance and performance monitoring is carried out.

##### 2. Library:

Librarian has been appointed to maintain library. The librarian and committee members focus on the availability and utilization of instructional material in teaching and learning process. At end of the Academic year stock verification is done. Procurement of books as per the requirement is initiated through library committee by inviting the requirement of books from various subject teachers.

1. Suggestion box is installed inside the reading room to take users feedback.
2. Library is divided into following five main sections such as Circulation Section, Visitor's corner, Methodology Section, Reading Section and each section has its unique identity
3. To ensure return of books, 'no dues' from the library is mandatory for students before appearing in exam.
4. Other issues such as weeding out of old titles, schedule of issue/ return of books etc. are chalked out / resolved by the library committee.

**3. Sports:** - Regarding the maintenance of sports equipment the college sports in charge is deputed. Physical instructor of the college looks after the sports facilities and the activities. The sports equipments are issued to the students as per the schedule of the events. If any equipment gets faulty sport incharge submits proposal for maintenance. Preventive maintenance measures are taken in time. Sport incharge is responsible for keeping the record of utilization of sport Facilities, activities held and awards for the students etc.

**4. Computers:** -

1. ERP software is used for maintaining faculty and students details.
2. Each Department having appropriate computer for their requirements.
3. Internet and WIFI Enabled campus.
4. IT lab In-charge is primarily responsible for upkeep of all equipment and is generally maintained by an agency outside the institution appointed for the purpose

**5. Classroom:-** : Class rooms are allocated along with necessary ICT tools. The class rooms are utilized as per the time table of the college. The class rooms are cleaned on daily basis monitored by supervisor. Principal and Class teachers also monitor the cleanliness and ensure that the cleanliness is maintained in the class rooms. It is followed keeping in mind the modern teaching learning environment. The classrooms are well equipped with projectors for better and effective teaching. CCTVs installed in each classroom to make sure of the safety and the security of all students, teachers and equipment.

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



## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

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

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

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

**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

<b>File Description</b>	<b>Document</b>
Geo-tagged photographs	<a href="#">View Document</a>

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

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

**Response:** C. Any 3 or 4 of the above

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

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

**Response:** B. Any 3 or 4 of the above

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

## 5.2 Student Progression

<b>5.2.1 Percentage of placement of students as teachers/teacher educators</b>				
<b>Response: 6.01</b>				
<b>5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years</b>				
2020-21	2019-20	2018-19	2017-18	2016-17
3	3	7	5	9
File Description	Document			
Upload any additional information	<a href="#">View Document</a>			
Data as per Data Template	<a href="#">View Document</a>			
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>			
Annual reports of Placement Cell for five years	<a href="#">View Document</a>			
Paste link for additional information	<a href="#">View Document</a>			
<b>5.2.2 Percentage of student progression to higher education during the last completed academic year</b>				
<b>Response: 10.34</b>				
<b>5.2.2.1 Number of outgoing students progressing from Bachelor to PG.</b>				
Response: 9				
<b>5.2.2.2 Number of outgoing students progressing from PG to M.Phil.</b>				

<b>5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.</b>	
<b>File Description</b>	<b>Document</b>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

<b>5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)</b>				
<b>Response:</b> 1.56				
<b>5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years</b>				
2020-21	2019-20	2018-19	2017-18	2016-17
4	0	1	1	1
<b>File Description</b>	<b>Document</b>			
Data as per Data Template	<a href="#">View Document</a>			
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>			

## 5.3 Student Participation and Activities

<b>5.3.1 Student council is active and plays a proactive role in the institutional functioning</b>
<b>Response:</b>
<p>The college does not have a student council in existence. However, various committees in the college look after various academics and non-academic aspects headed by faculty and in some cases have student members as well. The College has a tradition of electing student representatives and formation of student committees. However the class representative is elected with the consent of all students, and two representatives from each section are elected unanimously i.e. based on the choice of the students. They help in making the new student familiar with the culture and functioning of the institution. They also give grand welcome to these students and help them to make desirable adjustments in the institution and maintain the Liaison between faculty and administration which helps in the smooth functioning of the institution. They help the disciplinary committee and anti-ragging committee in resolving various indiscipline issues in the institution. Till date no ragging and sexual harassment cases have been reported in the institution. The students are the assets of the institution. There is a healthy practice of resolving the</p>

timetable and classroom issues amicably with the active participation of these representatives. They offer their service in making arrangements for cultural/literary/Sports events in the institution and help in serving the refreshment to the student teachers and guests participating in the function organized by the institution. Student-teachers offer services in organizing the picnics and field trips too. They assist the teacher in planning, organizing and executing various student-oriented activities. They act as mediators between the student and teachers to share, discuss and solve their personal educational and vocational problems. The college provides full support to these members in organizing and coordinating the events in the institution the participation in these activities develops their leadership qualities and skills. This will help them to become successful leaders in their respective enterprises. They will become a competent manager in future by learning these skills. Student representatives are members of various committees of the College, including IQAC. In addition to the Convener of each club, students are members of various committees like the College Development Committee, IQAC, Academic Affairs and ISO Committee, Grievances & Redressal, Anti Ragging and Placement Committee, Admission, Examination and Result Analysis Committee, Games and Sports and Discipline Committee, Website Update and Alumni Committee, Magazine, Prospectus & Time Table Committee, Canteen and Refreshment Committee, Physical Verification Committee, Library Committee, Media, Press Release and Notice Board Committee, Social and Cultural Committee, Literary Club, Population Club & Environmental Club. In addition to that, the NSS unit of the college conducts various social community outreach programmes, NSS camps and other cultural activities under the direction of the NSS Programme Officer.

<b>File Description</b>	<b>Document</b>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View Document</a>

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

**Response:** 3.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	5	3	4	3

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

## 5.4 Alumni Engagement

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

#### Response:

The College has functional alumni Association. The alumni of the institution are getting enrolled through offline and online portal which is placed on the college website. For maintaining smooth conduct of alumni, alumni committee has been framed in the college. The committee sits and discusses all the parameters under the headship of Principal of college regarding the alumni meet. The Alumni committee members of the institution are always in touch with the ex-students of the college and invite them to college for lecture and interaction with students when possible. The pass out students also actively participates with the college alumni committee in guiding the students.

The Alumni themselves not only in academic growth of the students but also in the infrastructural development and providing exposure to students through various activities pertaining to cultural, NSS activities their encouragement is always admirable by the students. The students also actively interact with the alumni of the college regarding their career as well as future prospects.

Some Alumni hold good position as Assistant professor, Lecturer, Teachers, accountant etc and work toward shaping the future of the students. They also come to college campus whenever they are called in order to have healthy interaction with students so that they can guide them regarding their career aspect in respective fields. Moreover, the Alumni community also remains in constant touch with the college and responds in a positive way and contacted by the college alumni committee to grace the occasions and have frequently talk with the college students.

The feedback and suggestions of college alumni are also being taken on regular basis to improve the growth and development of college. The feedback obtained from them is also analyzed by IQAC members and college alumni committee so that principal can take necessary action to implement these suggestions and enhance the performance of the college.

Further, alumni community is a close and well-knit body that always considers the growth of organization as its major concern. Somewhere, these alumni also play the role of mentor for students in shaping their future careers. They also counsel the students whenever required regarding their issues. The college alumni always contribute to the growth of the college with their expertise and skills in different areas. Beside alumni, the college also invites former faculty members in all functions and celebration of the college

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

**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:** D. Any 1 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>

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

**Response:** 1

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

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

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

**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:**

In the college, Alumni association is in evolving stage it is also in the stage of planning, approaching and

collaborating for fruitful contribution to institution. Special efforts have been made for influencing special expertise. The alumni association is sharing their difficulties and experiences to the other alumni and dissolves the problem by discussion. For further enhancement, each and every members are engaged in motivating freshers and coming generation. The members of alumni associations took part in the further development of college. Every alumnus is assigned to contribute himself/herself as a resource person to freshers. All the alumni are assets for college. The members of the association assured to extend full support and assistance of development of the college in general and well-being of the students in particular. The association works to bridge the gap between the college and alumni. They take the responsibility for keeping the track of alumni with their required details and inform them about the current changes and achievements of the institution and future prospective. The alumni member shows great deal of concern for the students of the college. They assure to keep in touch with the college and try to visit the college more frequently as may be, a good number of alumni of the college have extended support in different activities of the college. They always show a great inclination to serve the college in organization of events. An institution can continue to benefit a lot from their skills and experiences. They carry out their roles and responsibilities in an effective way and are the ambassadors of the institution who take their knowledge of the institution to their hometowns, to their place of posting and into their professional and social networks.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>



## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

**The vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution: -**

**The vision and mission statement of the institution on the nature of governance**

- **Vision Statement: -**

Our Vision is to be socially responsible through developing "Centre of Excellence" in the professional Education system enabling young aspirants to add value to the society at large with their personal and professional acumen.

- **Mission Statement: -**

Our stated mission shall guide us to strengthen the professional academic delivery system through focused and innovative methods of teaching practice ensuring best student output supported by excellent operational administration system.

- **Nature of Governance:**

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The Chairman delegates authority to the Sectary and Principal who, in turn share it with the different levels of functionaries in the college. The Academic Coordinator, the Conveners of various committees and clubs along with the faculty members and students play an important role in determining the institutional policies and implementing the same.

**Perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution**

- **Perspective/Strategic Plan**

The institution has a Perspective/Strategic Plan in place to help it develop in a systematic, well-thought-out and phased manner.

1. To maintain continuously good academic performance.
2. To develop and execute an effective teaching-learning process.
3. To encourage research culture in faculty and students.
4. To develop a comprehensive system of student mentoring and student support and ensure transparency in the evaluation process of students.

5. To empower faculty about emerging trends in their profession for academic advancement.
6. To facilitate a friendly, efficient, and flawless administrative set up ensuring a smooth day to day functioning.

- **Participation of Teachers in Decision-Making Bodies.**

1. The Principal and Academic/IQAC Coordinator forms the committees under the convenership of a teaching or a non-teaching staff with members from teaching staff, non-teaching staff and students for overall management of the various operations of the college such as admission, academic coordination, conduct of examinations, development of infrastructure-facilities, social cultural and alumni activities and games and sports activities and implementation of healthy practices in the campus and inculcation of the spirit of national integrity and social responsibility.
2. The Principal is ably supported by the Teachers-in-Charge who help in executing the strategic and perspective plans through their members.
3. The College strives to address the needs of the society through innovative actions, plans and policies. In addition to a number of co- curricular activities, there are numerous other cultural activities dedicated to Indian Culture.
4. The management mobilizes funds for enhancement of infrastructure, laboratory, library, and office equipment, apart from creating environment friendly campus.
5. Additionally, teachers discharge an energetically pervasive role as motivators and spearheads of cultural and socially conscious activities in the institution by steering the NSS unit, Environment club, Population club and Literary Club.

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

### 6.1.2 Institution practices decentralization and participative management

#### Response:

The institution believes that efficiency comes through the decentralization of administration. With the hands-on experience of the management, the Institutional Management is designed scientifically with transparency to get the optimum results out of it. A hierarchical setup is established from the top to the down level i.e. Managing Committee, Secretary, Principal, IQAC Coordinator and Faculty members. The college has a management body and advisory body consisting of eminent educationists. The management of the college takes the responsibility to ensure that its mission, vision, values, and objectives are realized through the activities of the institution. Section Officer (Administration) monitors the day-to-day administrative functioning of the college and the academic functioning of the college is monitored jointly

by the academic coordinator and different committees. The administration is decentralized and each level of administration functions as per its duties and responsibilities ascertained by the chairman and principal of the college. The administration is decentralized except for finance matters. The account section of the college monitors the financial matters. The managing committee ensures that the development plans of the college do not suffer due to the paucity of funds. It also monitors the functioning of the institution from time to time.

The institution has a policy of participative management and it is ensured through several strategies. Various committees have been formed for the proper functioning and management of institutional processes. The conveners of these committees are given autonomy to organize their activities according to the requirement. The Principal coordinates the functioning of various committees and ensures the smooth functioning of the college. Significant decisions regarding the smooth functioning of the institution (required for regular improvement in the quality of its educational provisions) are taken in consultation with the principal, senior staff members, and conveners of various committees.

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

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

#### Response:

#### The efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions: -

Dogra College of Education maintains complete transparency and accountability with regard to academic, financial, administrative and other functions. There is a full -fledged, robust well integrated system of internal process like Admission, Examination process, Internal Quality Assurance, Library Management etc. The Institute has an IT infrastructure for streamlining the information flow.

#### Financial Transparency:

Dogra College of Education maintains complete transparency in its financial functions. The accounts section regularly checks the financial working and statements of the Institute. The Management also checks the financial statements. Internal and external audits both are done to ensure proper, justified, and valid use of funds. The external audit is conducted once in a year by the external agency i.e. authorized

chartered accountant (R.C. Gupta & Co. FRN-001198N Jammu). At the end of the financial year, the audited statement is duly signed by the chartered accountant (External Agency).

#### **Academic Transparency: -**

The College has constituted different committees for smooth academic functioning i.e. College Development, IQAC & Academic Affairs and ISO Committee; Grievances & Redressal, Anti-Ragging and Placement Committee; Admission, Examination & Result Analysis; Games & Spots and Discipline Committee; Website Update and Alumni Committee; Magazine, Prospectus & Time-Table Committee; Canteen and Refreshment Committee; Physical Verification Committee; NSS Committee; Library Committee; Media, Press Release & Notice Board Committee; Social and Cultural Committee; Literary Club; Population Club; Environmental Club. The main responsibility of these committees is to ensure transparency in academic functions. Admission process is completely transparent. Merit lists are displayed on notice board. As per teaching workload timetable is prepared. According to time schedule, teaching and learning process is conducted. Internal and University examinations are taken as per university time schedule. Optimum use of the time, resources and infrastructural facilities are utilized for teaching-learning process and evaluation. Results of the internal tests examination are displayed on the notice board and discussed in the classroom.

#### **Administration Transparency: -**

For effective administration, the college has a participative administrative mechanism. Policy decisions are taken by the Governing Body (Management) and the College Development Council (CDC) University of Jammu. For the implementation of administrative function, the responsibilities are assigned to the principal of the college. The IQAC monitors to enhance and promote the quality culture in the college. Various committees are constituted to carry out administrative functions. Teaching and non-teaching staff members are adequately represented on these committees. Students are represented on the college development committee. Review of these committees is taken periodically.

<b>File Description</b>	<b>Document</b>
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>

## **6.2 Strategy Development and Deployment**

### **6.2.1 The institutional Strategic plan is effectively deployed**

#### **Response:**

One activity successfully implemented based on the strategic plan is as follows:

#### **STRATEGIC PLAN OF THE INSTITUTION:**

Implementation of E-governance in various areas of the institution. The various areas for implementation of e-governance are:

- Administration
- Student Admission & Support
- Examination System
- Finance & Accounts

#### **IMPLEMENTATION OF STRATEGIC PLAN:**

E-governance is the integration of Information and Communication technology in all the working processes of the system. It aims to minimize the manual efforts and improve the communication, create transparent system, and to be cost and time effective. To facilitate the same, college is using ERP software with administration, student admission & support, Examination system, Finance & Accounts Modules. The details of software vendor are as follows:-

Name of the Vendor: - Jupsoft Technologies Pvt. Ltd.

Contact Details :- 9594527070

**Administration:** For the smooth functioning, College uses ERP software in administration. All important administrative information including notices/circulars is regularly updated on the Web Administration Module in the ERP software, website, what's App groups for dissemination of information to all the stakeholders. The Administration also communicates with management as well as the teaching and non-teaching through e-mail. The college has Biometric Face recognition attendance machine for teaching and non-teaching staff and the attendance record is also maintained in the ERP software under attendance module on regular bases. ERP software is also used in Library in the form of Library Module.

**Student Admission and Support:** Student admission and support is also carried out through Students Admission Module of ERP. All the necessary information regarding student admission & publicity of the college is available on the website of the college and social media sites such as facebook, whatsapp and instagram.

**Finance and Accounts:** College is already using Busy Software for smooth financial functioning and for making it more effective college has installed ERP Software for maintaining the books of accounts. Classwise Fee Register is also maintained under Fee Management Module in ERP software.

**Examination:** Examination Process is handled through ERP software. Award rolls under Examination Module are filled in the ERP software. Apart from this, all the necessary information regarding examination i.e. datesheet of internal & external exam, notices/circulars are uploaded on the ERP software as well as website of the college.

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

### **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:**

Dogra College of Education follows a flat organizational structure, which ensures quick and effective decision making and timely execution. The Administrative structure of the institute is as follows:

#### **ADMINISTRATIVE SETUP:**

With the hands-on experience of the management, the Institutional Management is designed scientifically with transparency to get the optimum results out of it. A hierarchical setup is established from the top to the down level demarking the Duties, Responsibilities, Accountability, and Authorities at every stage.

#### **Functions of Key Administrative Positions**

##### **MANAGING COMMITTEE**

- To Review academic and other related activities of the College.
- To Consider recommendations of the Principal regarding Promotions.
- To Ratify Selections / appointments /medals and prizes.
- To Pass Annual Budget of the College.

##### **SECRETARY**

- To monitor the Administration, development of educational, growth & expansion of the institution.
- He can cause any action to be initiated which is required in his opinion for the promotion of the above subject matter to ratification by the management.
- He coordinates between the sponsoring Society, College Management, and the other systems of the college.

##### **PRINCIPAL**

- To initiate all the developmental activities, monitor the progress, and report to the management.
- To ensure and receive the college budget in the prescribed form for every calendar year & the next academic year.
- To ensure the preparation of reports on various activities.
- To become responsible for the general amenities and arrangements for students and employees of Dogra College of Education.

## IQAC COORDINATOR

- IQAC is responsible for fixing quality parameters for various academic and administrative activities
- Monitoring the organization of class work and related academic activities
- Conducting Internal Quality Audits periodically to verify the effectiveness of measures taken in reaching the quality parameters.
- Documenting various programs / academic activities leading to quality improvement and reviewing their effectiveness in quality improvement/ sustenance.

## ACADEMIC COORDINATOR

- Approves the institute's Academic Calendar with reference to the university's prescribed academic calendar.
- Approves the schedules and activities proposed by the members of Committees i.e., enrollment, examination, placement, co-curricular activities, games & sports.

## COMMITTEES

The organizational structure of the Dogra College of Education is framed in which the Principal is the academic and administrative head of the institution. He is assisted by senior-most teachers like the Academic Coordinator/IQAC Coordinator and other senior lecturers. For the complete functioning of college, more than twelve committees and three clubs are framed. Every committee consists of convener and co-conveners, staff and student as members. Committee convener monitors the committee's program and operation. All the conveners of different committees report to the Principal and the Principal monitors the effective functioning of these committees.

**Appointment & Service rules:** The institute follows service rules, recruitment and promotion policies as prescribed by the University of Jammu, and are closely monitored by the management of the College.

### Recruitment of Faculty/Supporting Staff:

- Advertisements are published in the local/national newspapers.
- Interviews are conducted by a panel appointed by the university consisting of senior faculty, Head of the Department, External subject expert, Principal and Chairman.
- Supporting staff are recruited by the panel consists of Principal and Management.

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

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

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

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

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

The planning and implementation of all the activities of various committees and clubs is carried out by the convener & members of the respective committees through a well organized system. Minutes of staff meetings are duly recorded for maintenance and transparency of records. Following are the decision of various Committees/Clubs which is successfully implemented for the improvement of the college:

**IQAC Committee: -**

- **Decision**

The IQAC coordinator conducted the meeting with the Principal and Social Cultural Committee regarding the faculty development programme for teachers on 11-07-2021.

**Action Taken**

Faculty development programme on “ERP SOFTWARE” for teachers was conducted on 23-08-2021 to 25-08-2021. The resource person of the programme was Mr. Angrez Singh Bendral Sr. So, DET.

**Social Cultural Committee: -**



- **Decision**

The convener, social cultural committee conducted the meeting with the principal and staff on 16-08-2021 about the conduct of an activity “Inter-House Group Discussion”. She suggested that there should be an Inter-House Group Discussion on the topic “Impact of Covid –19 on Education Sector”.

**Action Taken**

The event was organized through online mode (Google meet) on 20-08-2021. All the students of 2nd semester, session 2020-22 were participated.

**Library Committee: -**

- **Decision**

The convener of the library committee conducted the meeting with the principal and members about the renewal of DELNET and also suggested to organize the webinar on DELNET .

**Action Taken**

The convener has given the renewal notice to the management. The Webinar on DELNET was conducted on 13-12 2021 and the resource person was Mrs. Sangeeta Sharma (Network Manager) of DELNET.

**Literary Club: -**

- **Decision**

Literary club conducted the meeting with principal and faculty for organizing the symposium on the theme (Growing Depression among youths in the COVID-19 pandemic) on 15-07-2021.

**Action Taken**

The symposium was conducted on 23-07-2021 and 29 students participated in the symposium.

**Population Club: -**

- **Decision**

The convener, population club conducted the meeting with the principal and staff on 01-04-2022 for organizing the Seminar on the eve of Gandhi Jayanti.

**Action Taken**

The Seminar on the topic “Gender Inequality” was conducted on 02-10-2021.

**.Environmental Club: -**

- **Decision**

The convener, environment club conducted the meeting with the principal and members on 14-04-2021 regarding the Inter-College Online Essay Writing Competition.

**Action Taken**

The Essay Writing Competition on the topic “Water & Climate Change” was conducted on 22-04-2021.

**NSS Committee: -**

- **Decision**

NSS Programme Officer conducted the meeting with principal and faculty for organizing the “AZADI KA AMRIT MAHOTSAV”. She suggested that there should be weeklong activities.

**Action Taken**

The week long activities such as flag hoisting ceremony, plantation drive, poetry recitation competition, rakhi making competition etc. were conducted from 15-08-2021 to 21-08-2021.

**Examination Committee: -**

- **Decision**

Convener of the committee conducted the meeting with the principal and faculty members for framing of datasheet, submission of paper and seating arrangement of 2nd Assessment Test of semester 2nd and 1st Assessment Test of semester 1st on 20-03-2021.

**Action Taken**

Internal Assessment Test of both the semester were conducted smoothly.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

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

##### Response:

The institution has a well-defined welfare measures for the employees. Faculties are provided financial and other support to improve their professional efficiency. The institute also organizes Faculty & Staff Development programs and thus ensures continuous professional growth.

##### **WELFARE MEASURES FOR TEACHING & NON TEACHING MEMBERS:**

- Medical facilities in the form of ESIC (Employee's State Insurance Corporation) are provided to the employee.
- Guest House facility provided within the college premises.
- EPF (Employee's Provident Fund) for the employees of the institution including teaching & non-teaching.
- A transport facility is also available for both teaching & non-teaching staff in the college.
- A well-equipped reading room with Wi-Fi enabled computers & printer facilities available in the library to access e-resources.
- Advance salary and loan is granted if needed.
- Provision of group personal accident policy for teaching & non-teaching.
- The institution organizes various Extension Lectures, Workshops, Orientation Lectures, Computer literacy workshop/ Training programs & Faculty Development Programs on frequent basis for teaching & non-teaching staff.
- Workshops are conducted by academic experts to provide guidance and quality input for teaching particular topics like teaching skills, use of audio visual aids, constructivist approach etc.
- Excursion/Picnic for the teachers & non teaching staff.
- The staff can avail of the 15 casual leaves as and when needed to meet any personal engagement or emergency during one calendar year.
- Diwali greetings in the form of gifts are distributed to the faculty.
- Deputation for attending conferences, seminars for the staff.
- Hygienically well-maintained washrooms.
- Well -furnished staffroom with the provision for almirahs & lockers.

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

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

Response: 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

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

### 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: 27

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	8	6	4	4

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

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

**Response:** 47.62

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	9	3	4	1

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

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

**Response:**

To ensure quality sustenance and quality enhancement for the professional growth of the teaching and non-teaching staff, the institution has introduced the performance appraisal system. Teaching and Non-teaching employees are required to submit their annual Performance Reports every year. However, the parameters of the performance appraisal of non-teaching are different from that of the teaching staff. The Performance Evaluation is based on work knowledge, work quality & productivity, work consistency, goal achievement, work relations, cooperation/teamwork, punctuality, attendance, and dependability. The self-appraisal enables the teaching and non-teaching staff members to evaluate their work on the basis of their performance. The Principal directly monitors the teaching and non-teaching staff and regularly conducts meetings accordingly. At the end of every month, student feedback is taken to assess the performance of the faculty which is evaluated by the principal of the college.

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

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

The Institution has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance.

**INTERNAL AUDIT:-** Internal Audit is conducted quarterly by the internal financial accountant of the institutions. The internal accountant thoroughly verifies the income and expenditure details and the compliance report of the internal audit is submitted to the management of the institution through the Principal.

**EXTERNAL AUDIT:-** External audit is conducted once in every year by the external agency i.e. Authorized Chartered Accountant(R.C. Gupta & Co. FRN-001198N Jammu) at the end of the Financial Year. All the financial statements upto 2020-21 have been certified by the Chartered Accountant(R.C. Gupta & Co. FRN-001198N Jammu).

The mechanisms used to monitor effective and efficient use of financial resources are as below:-

1. Before the commencement of every financial year, principal submits a proposal.
2. College budget includes recurring expenses such as salary, electricity, internet charges, maintenance cost, stationary, other consumable charges etc, and non-recurring expenses like Lab equipment purchases, furniture and other development expenses.
3. The expenses will be monitored by the accounts section as per the budget allocated by the management.

#### Process of the Internal Audit:-

All vouchers are audited by an internal accountant, DET. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same process is being followed by the institution.

#### Process of the External Audit:-

The accounts of the college are audited by chartered Accountant regularly as per the government rules. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. Any queries, in the process of audit are attended immediately along with the supporting documents within the prescribed time limits. The institution did not come across with any audit objection during the preceding years. All these mechanism exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid deflation of funds or properties of the institution at all levels. The audited statement is duly signed by the Chartered Accountant (R.C. Gupta & Co. FRN-001198N Jammu).

File Description	Document
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>

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

Response: 0

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

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

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

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

Response:

Institute maintains & follows a well-planned process for the mobilization of funds and resources. Account Officer is appointed to monitor the optimum utilization of funds for various recurring and non-recurring expenses. The accounts section seeks quotations from vendors for the purchase of equipments and computers etc. Accounts officer and Principal of the college prepare the budget and ensure that the expenditure lies within the allotted budget. The institutional budget includes recurring expenses such as salary, electricity and internet charges, stationary & other maintenance costs. It includes planned expenses such as lab equipment purchases, furniture, and other development Expenses. The budget is scrutinized and approved by the top management.

1. **Mobilization of funds**:-The college is a self- financed college & major sources of revenue are:

- Fees collection
- Hostel and Transport charges.

#### 2. Optimal utilization of Resources

##### Infrastructural Resources

- Computer lab, language lab, Examination Hall, Auditorium , Library, Reading Room, classrooms

and conference Hall with internet & multimedia facility.

### Human Resources

- Chairman, Secretary, Principal, IQAC Coordinator and ISO Nodal Officer.
- Experienced and dedicated teaching and non-teaching staff.
- Teachers are involved in various committees and administrative work.

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

## 6.5 Internal Quality Assurance System

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

#### Response:

Dogra College of Education has established the Internal Quality Assurance Cell (IQAC) in the year 2007. The IQAC of the college assesses, monitor, and advises on Curricular Aspects, Teaching- Learning and Evaluation, Research and Outreach Activities, Infrastructure and Learning Resources, Student Support and Progression, Governance, Leadership and Management, Institutional Values and Best Practices. The IQAC plays a vital role in maintaining and enhancing the quality of the institution and suggests quality enhancement measures to be adopted. The IQAC strives to spread quality culture through quality enhancement initiatives and best practices. The IQAC acts as a monitoring agency working for quality assurance in institutional activities. It monitors the efforts of the college towards excellence in different fields. Measures and strategies to be implemented for quality assurance are regularly discussed in the IQAC meetings under the supervision of the IQAC coordinator and principal. The college always tries to initiate practices that are conducive and contributive to the teaching-learning process and student support.

The process adopted by the institution for quality assurance through IQAC is as follows:

- Development and application of quality benchmarks/parameters for various academic and administrative activities of the institution.
- Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Collection and analysis of feedback from all stakeholders on quality-related institutional processes.
- Dissemination of information on various quality parameters to all stakeholders.
- Organization of intra / inter institutional workshops, seminars on quality related themes and promotion of quality circles.



- Conducting of Extension Lectures & Outreach activities.
- Conducting of Faculty Development Programmes to upgrade the knowledge of teaching and non-teaching staff.
- Documentation of various programmes/activities leading to quality improvement.
- Acting as a nodal agency of the Institution for coordinating quality-related activities, including adoption / dissemination of best practices.
- Development and maintenance of institution through Management Information System (MIS) for the purpose of maintaining /enhancing the institutional quality.
- Periodical conduct of Academic Administrative Audit and its follow-up.
- Preparation and submission of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC.
- Ensuring enhancement and coordination among various activities of the institution and institutionalize all good practices.
- Building an organized methodology of documentation and internal communication.

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

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

#### Response:

Teaching learning is a continuous process that promotes skills knowledge and develops new proficiencies required to excel which in-turn requires students learning. IQAC being the central body within the college monitors and review the teaching-learning process regularly. Thus IQAC of DCE takes continuous review of teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals. Based on feedback various innovative activities and reforms were introduced. The standard methods of teaching, learning, and evaluation which are proven over the years are being followed;

**Periodic Meetings of IQAC:** IQAC conducts the periodic meetings regarding the commencement of the academic session; review the syllabus coverage, internal assessment test; conduct of school internship cum teaching practice; conduct of orientations/trainings/workshops/seminars/webinars/FDP's for teachers and students; result analysis & conduct of internal Audit (Academic & Administrative).

**Academic Calendar:** Based on the University Academic Calendar the Institute schedules the academic calendar well in advance at the start of the year with ample time frame for not only the regular teaching-learning process but also to accommodate the various events like seminar/ guest lecture/ debates/workshops/ extension lectures & many more.

**Evaluation of teachers by students:** The institution has a feedback system to evaluate the teachers by

students. The regular evaluation of the teachers by the students, feedback on teaching methodologies, course delivery, attitude, strengths and weaknesses, difficulties faced in the subject give a clear idea about the problems faced by the students. Principal and IQAC Coordinator also monitor the feedback system and takes appropriate corrective actions.

**Student learning outcomes:** The institute monitors the performance of the students regularly. It has specified procedure to collect and analyze data on student learning outcomes,

The following points are adopted by the institute in this context:

- Regular class tests and interactions.
- Continuous evaluation comprising of internal tests, assignments, group discussions, and seminar presentations.
- Semester system of examination.
- Providing Lecture notes.
- Timely Redressal of students' grievances.
- At least 80% Attendance is compulsory in each semester.
- Conducting team teaching & peer teaching.
- CRs meeting with the principal to know the problems of the students and seek their suggestions for improvements.
- Tutorial classes for weak students to solve their problems.

**Effective internal examination and evaluation systems:** College maintains an effective internal examination and evaluation system.

**Students' result analysis:** College has the provision of analysis of students' performance after the announcement of their semester results. If the result of the students, in a subject, is not found up to the mark, necessary steps are taken to find out the reasons and the concerned faculty members are counselled and motivated to work towards improvement in the performance of the students through remedial classes.

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

### 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:** 7

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	5	7	5	6

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

**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	<a href="#">View Document</a>
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>

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

**Response:**

The IQAC has consistently striven to institutionalize quality assurance strategies and processes at every level of the institution's functioning. The IQAC has been a proactive player in the overall benchmarking process. It has organized Academic and Administrative Audit and has initiated follow-up action as per the suggestions and recommendations of the eminent evaluators. Institutions always keep track of the incremental improvements achieved in academic and administrative domains of its functioning through

quality assurance initiatives.

**Two examples to show incremental improvements achieved within the institution.**

**FOR FIRST CYCLE: -**

**1. Library Upgradations: -**

- The college recognizes the importance of the library as a good learning resource. It is updated regularly with the latest books, periodicals and journals.
- The college provided the DELNET facility for online searching.
- The College installed Barcode Label Machine.
- Installation of Library Management System (LMS).
- Book Bank facility for the needy students.

**1. Academic and Administrative Audits: -**

College has conducted the audits from the ISO certified agency named, ACM Ltd. Unit 5 Merus Court, Meridian Business Park, Leicester, LE191RJ. The lead auditor was Dr. RK Sharma.

**FOR SECOND AND SUBSEQUENT CYCLES: -**

**1. Library Upgradations: -**

- College Library is semi-automated with ERP software (JUPSOFT).
- The college provides the NDLI facility for online searching.
- Acquisition of e-Books, e-journals & e-articles through DELNET.
- There are several ICT initiatives of the MHRD, UGC and its Inter University Centers (IUCs) - Information and Library Network (INFLIBNET).
- SWAYAM PRABHA (34 DTH Channel) installed in the college.

**1. Some of the initiatives of IQAC contributing in incremental improvements: -**

- Installation of Solar Panel in the College.
- Installation of face recognition machine for effective attendance of the faculty.
- Strong Mentoring System.
- Organizing Capability enhancement programme, workshops, co-curricular and extracurricular events and activities for students.
- Faculty Development Programmes.
- Eco-friendly campus and infrastructure and activities for gender sensitivity and environmental consciousness.
- Effective welfare measures including Medical facilities in the form of ESIC (Employee's State Insurance Corporation) & EPF (Employee's Provident Fund) for the employees of the institution including teaching & non-teaching staff.
- Provision of group personal accident policy for students, teaching & non-teaching staff.
- For E-governance college is using ERP software with admission, examination, administration,

library modules etc.

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

## 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:**

The college has adopted the policy for energy conservation to streamline the process of conservation of energy and its usage, energy conservation involves the holistic and sustainable management of energy.

**Policy statement: -**

The college has already adopted the principles and ways of energy conservation and usage of alternate sources of energy. The college has all the teaching, non-teaching staff, students, administrative staff, and anyone else making use of the premises to comply with this policy to conserve energy and its sustainable utilization.

**Policy objectives: -**

- To utilize the energy sustainably and effectively.
- To minimize energy costs/waste.
- To minimize environmental effects.
- To promote renewable sources of energy in the form of solar energy to save electricity on the premises.
- To adopt the policy of 'green campus' through plantation drives to establish environmentally sustainable practices in the institution.

**Action Plan: -** In order to achieve the above energy policy objectives the following steps are taken:

- To ensure maximum utilization of solar energy in the campus.
- Phase out conventional light source such as bulbs and tube lights, halogen lights and mercury lights and replace them with LEDs.
- To conduct lectures on issues related to environment energy conservation.

Keeping the objectives in mind the following steps have been taken at the college:

- Environmental club in the institution level has been setup in the college. It conducts the activities on regular basis for awareness about energy conservation and energy sustainability measures.
- Solar panels are installed in our college.
- LED bulbs are used in the whole campus to save energy.

- To provide a clean and green environment in and around the campus.
- In addition to this all staff members and students are advised to utilize the natural light as much as possible: opening the curtains and also to switch off the lights, fans and computers when not in use.

**Steps taken in this direction are: -**

- The college lays more emphasis on the use of LED bulbs and directs all the faculty members and students to switch off the lights while leaving the classrooms.
- Printing double side pages to conserve resources. Avoid the usage of more paper. We also insist to circulate notices on the college web page to minimize the usage of the papers.
- Using natural light whenever possible. Turn off lights near windows when daylight is adequate.
- Use of solar energy, solar panels in place of electricity to reduce the consumption of electricity and also effectively reduce the use of non-renewable resources. The college has has good control over the use of airconditioners, transportation & electricity.
- Conducting seminars on topics like water conservation, and plastic pollution to enlighten staff and students. College offers environmental education and disaster management as a part of curriculum during the course.

The environmental club and NSS unit are proactive in organizing awareness programmes regarding environmental sustainability, conservation of energy, and conservation of natural resources.

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

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

**Response:**

College adopts holistic and sustainable waste management policy. The College believes and takes measures for clean, green and safe campus.

**Policy Statement:-** Dogra College of Education adopts the principles of the ‘best practicable environmental option’ in the delivery of waste management services. The college also believes in sensitizing and involving the students, teachers and staff in the process of waste management and its disposal.

1. To provide clearly defined roles and responsibilities to identify and co-ordinate each activity of the

waste management.

2. To promote environment awareness in order to increase and encourage waste minimization.
3. To promote holistic approach of waste management in the campus.
4. To organize various programmes in collaboration with municipal corporation for effective waste management.
5. To organize rolling outside the college for waste management and spread awareness to the students and community as well.

#### **Action Plan:-**

The waste material in the college does include solid waste in the form of disposable food wrappers, paper, soft drink containers, liquid waste etc. The college NSS team besides various cleanliness programmes under the banner of nationwide cleanliness programmes i.e. Swacch Bharat Abhiyan, also participate in the collection and disposal of solid waste in the premises. The solid produced by the college is properly disposed of without causing degradation to the environment. Dustbins are placed in large number at various locations within the campus meant for collection of waste from the students and college staff. Finally the waste (both solid and liquid) is collected by local dustbins placed off at sites reserved for this purpose with due care for the environment. Garbage is picked by Municipal Corporation of the area.

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

#### **7.1.3 Institution waste management practices include**

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

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

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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



**Response:** D. Any 1 of the above

<b>File Description</b>	<b>Document</b>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

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

**Response:**

The college is socially and morally committed to maintain clean, green and safe campus and good ambience. The campus is daily cleaned by hiring the services of the persons concerned. The college also takes care of creating environment for maximum output of efforts of the students, teachers, staffs, and management. The college has the objective to reduce the pollution level to achieve the goal of minimum pollution in the campus. Our college is an ecologically responsible institution and is actively maintaining the cleanliness, sanitation and green cover of the nearby surroundings by number of ways:-

1. The college finds pride in maintaining the pristine state of nature in campus. The premises have lush green lawns and rich biodiversity of flora. Plants provided by the forest department are helpful in increasing the scenic beauty of the campus. Plantation drives are a regular feature and students are motivated not only to plant a sapling but also adopt one plant and nurture it.
2. Environmental Club, NSS unit are proactive in organizing awareness programs regarding cleanliness, sanitation and rallies regarding environment sustainability. A sincere endeavor is being made to keep the campus plastic free by banning the use of plastic bags and plastic based disposables in the canteen. Dustbins are placed inside the college campus for the effective waste disposal. The awareness regarding the use of dustbins and waste disposal has been created through display boards that are installed at various places. Cleanliness drives and Swachhta Pakhwada are conducted by the students of the college.
3. The staff and students are encouraged to use pedestrian mode and become more environmentally astute. Smoking is strictly prohibited inside the campus and is regarded as a punishable offence as per code of conduct of college. Sign boards loudly convey the message of environment protection and heap in engraving the green practices in the minds of the students. College presents saplings instead of bouquets to the guests visiting our college. We hope for a greener tomorrow with all these initiatives taken by the college.

<b>File Description</b>	<b>Document</b>
Documents and/or photographs in support of the claim	<a href="#">View Document</a>

### **7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free**

**campus 4. Move towards paperless office 5. Green landscaping with trees and plants****Response:** A. All of the above

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

**7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 0.83**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
1.1	0.03	0	0	0

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

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

Dogra College of Education is always sensitive and emphatic toward social, environmental and community problems. From time to time the college has organized seminars, webinars and programs touching on the

issues of environment, society and community. The college is willing to nurture a healthy environment for which different programs are organized like plantation drives by planting trees and saplings and community awareness programmes. Every student-teacher along with faculty members is fully involved in campaigns like Swachhta Pakhwada. The college organizes various programmes to give awareness to the local community such as a rally on Swachh Bharat Abhiyaan in collaboration with Municipal Corporation. The main aim of the rally was to give awareness among the general masses about the importance of cleanliness and maintaining the surroundings by keeping them neat and clean and also organized a cleanliness drive under Swachhta Pakhwada. NSS Unit of the college also organized a camp in village Dollian to understand the needs of the community. Various activities are conducted during the camp such as awareness lectures on health and hygiene, water sanitation, vaccination against various diseases, and awareness about road safety rules among the villagers. Various practices are also put forth by the institution to provide benefits to the community like- the distribution of dustbins in adjoining areas of the college and the distribution of masks during the covid-19 pandemic to the community. So those surroundings and the environment can be neat and clean to prevent the individuals from diseases. The college regularly organizes different activities for inculcating the values of tolerance, and harmony toward cultural diversities. These activities have a very positive impact on society's cultural and communal thought directly. The college thereby celebrates Independence Day, Republic Day, Gandhi Jayati and every year with great honour and respect. These programs organized by the college promote the greater value of life, love, integrity, fraternity and patriotism in the minds of the students. Thus a sense of commitment toward nation, society and responsibility towards community and humanity at large is instilled in the mind of the students.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>

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

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

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

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

## 7.2 Best Practices

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

#### Response:

#### Practice-1: Feedback Mechanism: -

- The college has a feedback mechanism for enhancing quality and excellence in various services being provided. The feedback includes self-appraisal, student assessment of teachers, and feedback from academic peers, faculty and other stakeholders. The institution uses feedback to improve the teaching learning process and college functioning. The emphasis of the programme is development, aimed at assisting and motivating individuals to attain their maximum potential so as to increase efficacy of the educational system. Each appraiser ensures that the evaluation process is conducted objectively and implemented for the further improvement.

#### Practice-2: Facilitating "Digital Initiative": -

- The college has a mission ever since the proliferation of new technologies and their use in academic environment. The practice of adoption, use of new technologies and tools for reforming administration and educational processes has been followed and supported by the administration which has transformed the administration and educational processes at the College, by bringing in efficiency, transparency, ease of access and optimum use of resources. The college has taken concrete steps in this direction and has initiated the process. The objective of the practice is to realize the mission of the college to bring transparency, efficiency and accountability in administration by adopting digital technologies. In the past two decades, Dogra College of Education has been persistently refurbishing itself in making the best use of ICT in all its academic and administrative activities. This has been achieved through provisioning of appropriate ICT infrastructure and services for all users, including students, faculty and administrative staff. The ERP software has been installed in the year 2020 and remains functional. It is extensively utilized

by both students and staff. The portal is handling all admission related matters, registration, attendance, examination, fee management, transport etc. E-mail is extensively used for all internal communication. It has also made significant contributions in providing e-content for new digital education platforms namely SWAYAM PRABHA. The College also provides SWAYAMPRAKASH 34 DTH channels of MHRD. The college has provided necessary support and resources for keeping the technical facilities in sync with latest trends. The college encourages their teacher educators and student teachers to enroll in the MOOCs courses. The technical infrastructure also requires frequent upgradation as its obsolescence rate is quite rapid. The college has given special attention to upgradation of ICTs infrastructure like replacement and upgradation of old computer systems, software, creation of optical fiber-based network and Wi-Fi across the campus, which acts as the backbone for supporting digital practices.

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

### 7.3 Institutional Distinctiveness

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

##### Response:

##### 1. Area of Distinctiveness (Nurturing & Honing the Potentialities of Students for Holistic Development)

Dogra College of Education assures to give quality education to students to boost their intellectual ability and nourish their talents through its vision, mission, values & objectives. The vision of the Institution is to mould and empower students in the pursuit of knowledge, values and social responsibility and help them achieve excellence in various fields, thereby also preparing them to face global challenges. To achieve this the college has organized activities like plantation drive, cleanliness drive, sports activity, community awareness programme, independence day, republic day, gandhi jayanti etc.. To cater the physical, intellectual, moral, emotional and social aspects of students personality. Teacher Educator guides the student teachers to develop the values in the multifarious sphere of activity so that a student's sense of patriotism as a responsible citizen emphasizes experiential learning. The main motto of all the teacher educators working in this Institute is to guide the students for their all-around development and to nurture their innate talent and abilities. The college also tries to enrich the students' cultural activities and games and sports. The college prepares the learners to be self-confident citizens with perseverance, patriotism and humanity. The main aim of the college is to empower our future generation academically and this is well evidenced by the success of some students. Our students have secured positions in university examinations. Many of our students are academically well enriched to be employed in many reputed institutions, and organizations. Some of our students have qualified NET and CTET and are at present working in different schools and colleges and some students are pursuing higher education. Teachers and students work with great earnestness and sincerity to achieve their goals. The vision of the college as set in its statement, the

college incessantly makes great efforts to prepare its students not just for examinations, but for the journey of life. The learners are imparted with ideas of social justice and self-reliance rooted in a sense of morality as well as freedom. This is done through a series of regular measures so that tradition and modernity are attempted to be blended, emphasizing the learner's power and rights. With this goal in mind, the Institution uses all means to encourage the round development of personality and character. The teaching and the extra-curricular activities are oriented in such a way that mental health and physical disability skill development-related requirements do not take a back seat. The Institution's constant, ceaseless and committed striving towards excellence in all spheres – academic, sports and cultural – flows from the focused initiatives aimed at translating the vision and mission statement into concrete realities and achieving its goal of becoming an "Establishment for accomplishment". Along with excellence in education students are thoroughly equipped with the knowledge of social perseverance and environmental sustainability. A special effort on learners' understanding of the current environmental crisis and through its various schemes like energy conservation, waste management, and plantation drives urges them to become eco-friendly citizens. Dogra College of education always tries to inculcate a strong value system through positive thoughts, leadership, honesty, knowledge, justice, humility and a strong urge for effective upliftment of the masses.

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

## 5. CONCLUSION

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### Additional Information :

#### Values:-

Our concerted efforts are directed to blend modernity with tradition in future leaders for inculcating a strong value system through positive thought, leadership, honesty, knowledge, sharing, justice, humility and patriotism with a strong urge for effective upliftment of masses.

#### Objectives:-

- To spread Knowledge through professional academic programmes of contemporary education system aided by the best administrative practices.
- To promote quality education through consistent efforts, conviction & commitment.
- To lead as the most reliable institution providing the most competitive education dissemination system using latest technology.
- To guide, conserve and develop precious human resources and values in multifarious spheres of activity, so that the students develop a sense of patriotism as a responsible citizen.
- To act as an experimental karambhoomi for which emphasis is laid on scientific experimental approach to make learning experience process more effective
- To support the learner by providing extra guidance, arranging update TLMs (Teaching Learning Materials), field trips and onsite training
- To empower marginalized sections of society especially women and children.

### Concluding Remarks :

Dogra College of Education lays great emphasis on building a highly competitive conducive environment for academic excellence and extra-curricular accomplishments. All activities in the college are driven towards attaining the mission, vision and objectives of nurturing self-reliant students with a strong sense of community responsibility. The staff and student community continue to work consistently towards its mission. The vibrant culture of community outreach at Dogra College of Education inculcates a strong spirit of inclusivity and civic ecology among students. This balance in curricular and co-curricular engagement fosters a holistic development of students. Despite certain weaknesses and challenges, Dogra College of Education strives to offer attractive opportunities and provide the finest infrastructure and facilities in its pursuit of excellence. IQAC of the college continuously keeps his eye on the college activities for continual improvement in academics and administration work.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.1.2	<p><b>At the institution level, the curriculum planning and adoption are a collaborative effort;</b></p> <p><b>Indicate the persons involved in the curriculum planning process during the last completed academic year</b></p> <ol style="list-style-type: none"> <li><b>1. Faculty of the institution</b></li> <li><b>2. Head/Principal of the institution</b></li> <li><b>3. Schools including Practice teaching schools</b></li> <li><b>4. Employers</b></li> <li><b>5. Experts</b></li> <li><b>6. Students</b></li> <li><b>7. Alumni</b></li> </ol> <p>Answer before DVV Verification : D. Any 2 of the above Answer After DVV Verification: D. Any 2 of the above</p>										
1.1.3	<p><b>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</b></p> <ol style="list-style-type: none"> <li><b>1. Website of the Institution</b></li> <li><b>2. Prospectus</b></li> <li><b>3. Student induction programme</b></li> <li><b>4. Orientation programme for teachers</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>										
1.2.1	<p><b>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b></p> <p><b>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>24</td> <td>24</td> <td>24</td> <td>24</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	24	24	24	24	24
2020-21	2019-20	2018-19	2017-18	2016-17							
24	24	24	24	24							



Answer After DVV Verification :

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

**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:

2020-21	2019-20	2018-19	2017-18	2016-17
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**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 : DVV has updated the data as per the documents provided by the HEI in clarification response

**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: B. Any 4 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 : B. Feedback collected, analysed and action has been taken

Answer After DVV Verification: C. Feedback collected and analysed

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
26	58	23	20	42

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
26	58	23	20	42

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 : 10

Answer after DVV Verification: 10

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:

2020-21	2019-20	2018-19	2017-18	2016-17
15	14	8	8	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
14	14	8	8	5

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..**

**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**

Answer before DVV Verification : 165

Answer after DVV Verification: 165

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: B. Any 3 of the above

Remark : DVV has updated the data as per the HEI clarification response

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 : B. Any 4 of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : Data updated as per the documents provided by the HEI.

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: C. Any 4 or 5 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

	<p>Answer After DVV Verification: C. Any 4 or 5 of the above Remark : Data updated as per the documents provided by the HEI</p>
2.4.3	<p><b>Competency of effective communication is developed in students through several activities such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Workshop sessions for effective communication</b></li> <li>2. <b>Simulated sessions for practicing communication in different situations</b></li> <li>3. <b>Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’</b></li> <li>4. <b>Classroom teaching learning situations along with teacher and peer feedback</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has updated the data as per the supporting documents.,</p>
2.4.4	<p><b>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</b></p> <ol style="list-style-type: none"> <li>1. <b>Teacher made written tests essentially based on subject content</b></li> <li>2. <b>Observation modes for individual and group activities</b></li> <li>3. <b>Performance tests</b></li> <li>4. <b>Oral assessment</b></li> <li>5. <b>Rating Scales</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 or 4 of the above</p>
2.4.5	<p><b>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</b></p> <ol style="list-style-type: none"> <li>1. <b>Preparation of lesson plans</b></li> <li>2. <b>Developing assessment tools for both online and offline learning</b></li> <li>3. <b>Effective use of social media/learning apps/adaptive devices for learning</b></li> <li>4. <b>Identifying and selecting/ developing online learning resources</b></li> <li>5. <b>Evolving learning sequences (learning activities) for online as well as face to face situations</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>
2.4.6	<p><b>Students develop competence to organize academic, cultural, sports and community related events through</b></p> <ol style="list-style-type: none"> <li>1. <b>Planning and scheduling academic, cultural and sports events in school</b></li> <li>2. <b>Planning and execution of community related events</b></li> <li>3. <b>Building teams and helping them to participate</b></li> <li>4. <b>Involvement in preparatory arrangements</b></li> </ol>

	<p><b>5. Executing/conducting the event</b></p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>
2.4.7	<p><b>A variety of assignments given and assessed for theory courses through</b></p> <ol style="list-style-type: none"> <li>1. <b>Library work</b></li> <li>2. <b>Field exploration</b></li> <li>3. <b>Hands-on activity</b></li> <li>4. <b>Preparation of term paper</b></li> <li>5. <b>Identifying and using the different sources for study</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p>
2.4.10	<p><b>Nature of internee engagement during internship consists of</b></p> <ol style="list-style-type: none"> <li>1. <b>Classroom teaching</b></li> <li>2. <b>Mentoring</b></li> <li>3. <b>Time-table preparation</b></li> <li>4. <b>Student counseling</b></li> <li>5. <b>PTA meetings</b></li> <li>6. <b>Assessment of student learning – home assignments &amp; tests</b></li> <li>7. <b>Organizing academic and cultural events</b></li> <li>8. <b>Maintaining documents</b></li> <li>9. <b>Administrative responsibilities- experience/exposure</b></li> <li>10. <b>Preparation of progress reports</b></li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above</p>
2.4.12	<p><b>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Self</b></li> <li>2. <b>Peers (fellow interns)</b></li> <li>3. <b>Teachers / School* Teachers</b></li> <li>4. <b>Principal / School* Principal</b></li> <li>5. <b>B.Ed Students / School* Students</b></li> </ol> <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: B. Any 4 of the above</p>
2.4.13	<p><b>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</b></p> <ol style="list-style-type: none"> <li>1. <b>Effectiveness in class room teaching</b></li> <li>2. <b>Competency acquired in evaluation process in schools</b></li> <li>3. <b>Involvement in various activities of schools</b></li> </ol>

4. **Regularity, initiative and commitment**
5. **Extent of job readiness**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

Remark : DVV has updated the data As per supporting documents

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:

2020-21	2019-20	2018-19	2017-18	2016-17
87	135	89	61	77

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
87	135	89	61	77

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

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

Answer before DVV Verification : 80

Answer after DVV Verification: 80

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 : D. Any 1 of the above

Answer After DVV Verification: D. Any 1 of the above

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 : C. Any 2 of the above

Answer After DVV Verification: C. Any 2 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:

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	5	2	2

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	4	2	2

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:

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

Answer After DVV Verification :

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



3.3.1	<p><b>Average number of outreach activities organized by the institution during the last five years..</b></p> <p><b>3.3.1.1. Total number of outreach activities organized by the institution during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 349 1046 483"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>05</td> <td>15</td> <td>15</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 562 1046 696"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>4</td> <td>10</td> <td>7</td> <td>7</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	12	05	15	15	16	2020-21	2019-20	2018-19	2017-18	2016-17	6	4	10	7	7
2020-21	2019-20	2018-19	2017-18	2016-17																	
12	05	15	15	16																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
6	4	10	7	7																	
3.3.2	<p><b>Percentage of students participating in outreach activities organized by the institution during the last five years</b></p> <p><b>3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 976 1046 1111"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>80</td> <td>72</td> <td>75</td> <td>97</td> <td>82</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1189 1046 1323"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>80</td> <td>72</td> <td>75</td> <td>97</td> <td>82</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	80	72	75	97	82	2020-21	2019-20	2018-19	2017-18	2016-17	80	72	75	97	82
2020-21	2019-20	2018-19	2017-18	2016-17																	
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80	72	75	97	82																	
3.3.3	<p><b>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</b></p> <p><b>3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1641 1046 1776"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>115</td> <td>90</td> <td>240</td> <td>240</td> <td>150</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1854 1046 1989"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>115</td> <td>245</td> <td>240</td> <td>167</td> <td>150</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	115	90	240	240	150	2020-21	2019-20	2018-19	2017-18	2016-17	115	245	240	167	150
2020-21	2019-20	2018-19	2017-18	2016-17																	
115	90	240	240	150																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
115	245	240	167	150																	
3.4.1	<p><b>Average number of linkages for Faculty exchange, Student exchange, research etc. during the</b></p>																				

**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:

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	0	0	0

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

Answer before DVV Verification : 2

Answer after DVV Verification: 0

**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 : C. Any 3 or 4 of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

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

Answer before DVV Verification : 05

Answer after DVV Verification: 5

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

Answer before DVV Verification : 08

**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:

2020-21	2019-20	2018-19	2017-18	2016-17
43892	719310	337857	270718	161775

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.4	7.1	3.3	2.7	1.6

**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 : B. Any 3 of the above

Answer After DVV Verification: B. Any 3 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:

2020-21	2019-20	2018-19	2017-18	2016-17
45490	51516	44063	63651	56022

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.45	0.51	0.44	0.63	0.56

**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 : 33

Answer after DVV Verification: 43

**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 : 31

Answer after DVV Verification: 23

**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 : 52

Answer after DVV Verification: 10

**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 : 44

Answer after DVV Verification: 50

**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 : 92

Answer after DVV Verification: 14

**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: B. Any 3 of the above

**4.3.3 Internet bandwidth available in the institution**

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

Answer before DVV Verification : 100

Answer after DVV Verification: 100

**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:

2020-21	2019-20	2018-19	2017-18	2016-17
1947167	3498596	4293424	4372113	3260260

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
13.87	18.10	27.80	31.90	25.74

Remark : Values have been updated as values in EP and related metrics.

5.1.1	<p><b>A range of capability building and skill enhancement initiatives are undertaken by the institution such as:</b></p> <ol style="list-style-type: none"> <li>1. <b>Career and Personal Counseling</b></li> <li>2. <b>Skill enhancement in academic, technical and organizational aspects</b></li> <li>3. <b>Communicating with persons of different disabilities: Braille, Sign language and Speech training</b></li> <li>4. <b>Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two</b></li> <li>5. <b>E-content development</b></li> <li>6. <b>Online assessment of learning</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>
5.1.2	<p><b>Available student support facilities in the institution are:</b></p> <ol style="list-style-type: none"> <li>1. <b>Vehicle Parking</b></li> <li>2. <b>Common rooms separately for boys and girls</b></li> <li>3. <b>Recreational facility</b></li> <li>4. <b>First aid and medical aid</b></li> <li>5. <b>Transport</b></li> <li>6. <b>Book bank</b></li> <li>7. <b>Safe drinking water</b></li> <li>8. <b>Hostel</b></li> <li>9. <b>Canteen</b></li> <li>10. <b>Toilets for girls</b></li> </ol> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: A. Any 8 or more of the above</p>
5.1.3	<p><b>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies</b></li> <li>2. <b>Details of members of grievance redressal committees are available on the institutional website</b></li> <li>3. <b>Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students</b></li> <li>4. <b>Provision for students to submit grievances online/offline</b></li> <li>5. <b>Grievance redressal committee meets on a regular basis</b></li> <li>6. <b>Students' grievances are addressed within 7 days of receiving the complaint</b></li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 or 4 of the above</p>
5.1.4	<p><b>Institution provides additional support to needy students in several ways such as:</b></p>

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 : B. Any 3 or 4 of the above

Answer After DVV Verification: B. Any 3 or 4 of the above

5.2.1	<p><b>Percentage of placement of students as teachers/teacher educators</b></p> <p>5.2.1.1. <b>Number of students of the institution placed as teachers/teacher educators during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 907 1046 1041"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>7</td> <td>5</td> <td>9</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1120 1046 1254"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>7</td> <td>5</td> <td>9</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	3	3	7	5	9	2020-21	2019-20	2018-19	2017-18	2016-17	3	3	7	5	9
2020-21	2019-20	2018-19	2017-18	2016-17																	
3	3	7	5	9																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
3	3	7	5	9																	
5.2.2	<p><b>Percentage of student progression to higher education during the last completed academic year</b></p> <p>5.2.2.1. <b>Number of outgoing students progressing from Bachelor to PG.</b>          Answer before DVV Verification : 10          Answer after DVV Verification: 9</p> <p>5.2.2.2. <b>Number of outgoing students progressing from PG to M.Phil.</b>          Answer before DVV Verification : 0</p> <p>5.2.2.3. <b>Number of outgoing students progressing from PG / M.Phil to Ph.D.</b>          Answer before DVV Verification : 0</p>																				
5.2.3	<p><b>Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)</b></p> <p>5.2.3.1. <b>Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1892 1046 2027"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	4	0	0	0	1										
2020-21	2019-20	2018-19	2017-18	2016-17																	
4	0	0	0	1																	

Answer After DVV Verification :

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

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:

2020-21	2019-20	2018-19	2017-18	2016-17
2	5	3	4	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	5	3	4	3

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 : D. Any 1 of the above

Answer After DVV Verification: D. Any 1 of the above

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**

	<p>Answer before DVV Verification : A. Any 6 or more of the above          Answer After DVV Verification: A. Any 6 or more of the above</p>																				
6.3.3	<p><b>Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.</b></p> <p>6.3.3.1. <b>Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>8</td> <td>6</td> <td>4</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>8</td> <td>6</td> <td>4</td> <td>4</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	5	8	6	4	4	2020-21	2019-20	2018-19	2017-18	2016-17	5	8	6	4	4
2020-21	2019-20	2018-19	2017-18	2016-17																	
5	8	6	4	4																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
5	8	6	4	4																	
6.5.3	<p><b>Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.</b></p> <p>6.5.3.1. <b>Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>5</td> <td>7</td> <td>5</td> <td>6</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>5</td> <td>7</td> <td>5</td> <td>6</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	12	5	7	5	6	2020-21	2019-20	2018-19	2017-18	2016-17	12	5	7	5	6
2020-21	2019-20	2018-19	2017-18	2016-17																	
12	5	7	5	6																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
12	5	7	5	6																	
6.5.4	<p><b>Institution engages in several quality initiatives such as</b></p> <ol style="list-style-type: none"> <li><b>1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements</b></li> <li><b>2. Timely submission of AQARs (only after 1st cycle)</b></li> <li><b>3. Academic Administrative Audit (AAA) and initiation of follow up action</b></li> <li><b>4. Collaborative quality initiatives with other institution(s)</b></li> <li><b>5. Participation in NIRF</b></li> </ol> <p>Answer before DVV Verification : B. Any 3 of the above          Answer After DVV Verification: B. Any 3 of the above</p>																				



7.1.3	<p><b>Institution waste management practices include</b></p> <ol style="list-style-type: none"> <li>1. Segregation of waste</li> <li>2. E-waste management</li> <li>3. Vermi-compost</li> <li>4. Bio gas plants</li> <li>5. Sewage Treatment Plant</li> </ol> <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: C. Any 2 of the above</p>										
7.1.4	<p><b>Institution has water management and conservation initiatives in the form of</b></p> <ol style="list-style-type: none"> <li>1. Rain water harvesting</li> <li>2. Waste water recycling</li> <li>3. Reservoirs/tanks/ bore wells</li> <li>4. Economical usage/ reduced wastage</li> </ol> <p>Answer before DVV Verification : D. Any 1 of the above Answer After DVV Verification: D. Any 1 of the above</p>										
7.1.6	<p><b>Institution is committed to encourage green practices that include:</b></p> <ol style="list-style-type: none"> <li>1. Encouraging use of bicycles / E-vehicles</li> <li>2. Create pedestrian friendly roads in the campus</li> <li>3. Develop plastic-free campus</li> <li>4. Move towards paperless office</li> <li>5. Green landscaping with trees and plants</li> </ol> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p>										
7.1.7	<p><b>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</b></p> <p>7.1.7.1. <b>Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</b> Answer before DVV Verification:</p> <table border="1" data-bbox="308 1906 1046 2040"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>114665</td> <td>3576</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	114665	3576	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17							
114665	3576	0	0	0							

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1.1	0.03	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 : C. Any 2 of the above

Answer After DVV Verification: C. Any 2 of the above

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students on roll year-wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>165</td> <td>245</td> <td>243</td> <td>167</td> <td>163</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>165</td> <td>245</td> <td>244</td> <td>167</td> <td>163</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	165	245	243	167	163	2020-21	2019-20	2018-19	2017-18	2016-17	165	245	244	167	163
2020-21	2019-20	2018-19	2017-18	2016-17																	
165	245	243	167	163																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
165	245	244	167	163																	
1.3	<p><b>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>26</td> <td>58</td> <td>23</td> <td>20</td> <td>42</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>75</td> <td>75</td> <td>75</td> <td>75</td> <td>75</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	26	58	23	20	42	2020-21	2019-20	2018-19	2017-18	2016-17	75	75	75	75	75
2020-21	2019-20	2018-19	2017-18	2016-17																	
26	58	23	20	42																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
75	75	75	75	75																	
1.4	<p><b>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</b></p>																				

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
87	141	89	61	81

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
89	141	89	61	81

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
87	135	89	61	77

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
87	135	89	61	77

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
70	95	150	94	73

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
70	95	150	94	73

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	14	15	10	9

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	14	15	10	9

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

Answer before DVV Verification:

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	24	16	16

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	24	16	16

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1947167	3498596	4293424	4372113	3260260

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14.73	25.73	31.67	35.33	27.95

3.2 **Number of Computers in the institution for academic purposes..**

Answer before DVV Verification : 28

Answer after DVV Verification : 28