YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	GOVERNMENT COLLEGE OF EDUCATION JAMMU
• Name of the Head of the institution	DR KULVINDER KOUR
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01912580401
• Mobile No:	9419104272
• Registered e-mail ID (Principal)	gcoe.jammu@gmail.com
• Alternate Email ID	gcoe.jammu.iqac@gmail.com
• Address	Canal road, Jammu
• City/Town	Jammu
• State/UT	Jammu & Kashmir
• Pin Code	180016
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	**Grants-in aid**
• Name of the Affiliating University	**CLUSTER UNIVERSITY OF JAMMU**
• Name of the IQAC Co-ordinator/Director	**PROF. SHALINI RANA**
• Phone No.	**8717095388**
• Alternate phone No.(IQAC)	**9419173519**
• Mobile (IQAC)	**9419154659**
• IQAC e-mail address	**gcoe.jammu.iqac@gmail.com**
• Alternate e-mail address (IQAC)	**gcoe.jammu@gmail.com**

3.Website address

https://www.gcoedu.in/

• Web-link of the AQAR: (Previous Academic Year)	https://www.gcoedu.in/aqar.php

4.Whether Academic Calendar prepared during the year?

Yes

• if yes, whether it is uploaded in the Institutional website Web link:	Yes

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B++**	**82.75**	**2004**	**04/11/2004**	**03/11/2009**
Cycle 2	**A**	**3.06**	**2017**	**28/03/2017**	**27/03/2017**

6.Date of Establishment of IQAC

09/08/2004

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**0**

8.Whether composition of IQAC as per latest NAAC guidelines

Yes

• Upload latest notification of formation of IQAC	View File
9.No. of IQAC meetings held during the year	**5**
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**
• (Please upload, minutes of meetings and action taken report)	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**
• If yes, mention the amount	

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Faculty members were encouraged to develop e-content.

Online workshops were conducted to appraise the faculty members about latest tools and technologies available for Online teaching. Faculty members were encouraged to take part in various online FDP's and webinars for learning new methodologies and teaching apps and keep them updated and up-skilled.

A proposal for establishing Early Childhood Care and Education Centre was prepared by the college and sent to JKHED. The guidelines of J&K Skill Development Centre were also considered during the preparation of the proposal.

Research Hub was established in the college in accordance with the requirement of NEP-2020. The Higher Education Department of J&K also played a very supportive role in establishing a full-fledged Research Hub with all the modern facilities and 07 Govt. Degree Colleges of Jammu Province were added as Spoke Colleges under Hub and Spoke model approach of the Research Centre.

A browsing centre was established in the college, the required equipments such as Genset 40KVA, Desktop Computers, Air Conditioners,computer tables were procured.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
To develop infrastructure for e-content Studio.	Establishment of e-studio is under process.
To conduct Online workshops and Webinars for faculty development and capacity building and programs for the benefit of the students.	To conduct Online workshops and Webinars for faculty development and capacity building and programs for the benefit of the students.
To establish Research Hub and involve spoke colleges for new research activities beneficial for faculty development and society at large.	Research hub established and various initiatives for propagation of research work started by Research Committee.
To establish and make the Browsing Centre functional by the end of the session.	Browsing Centre is established . Faculty and students are using it for teaching learning and research purpose.

13.Whether the AQAR was placed before statutory body?	No

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020	12/04/2022

Extended Profile

2.Student

2.1	240

Number of students on roll during the year

File Description	Documents
Data Template	No File Uploaded

2.2

256

Number of seats sanctioned during the year

File Description	Documents
Data Template	No File Uploaded

2.3

139

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

File Description	Documents
Data Template	No File Uploaded

2.4

228

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	[View File]()

2.5Number of graduating students during the year	**228**

File Description	Documents
Data Template	[View File]()

2.6

240

Number of students enrolled during the year

File Description	Documents
Data Template	[View File]()

4.Institution

4.1

153.692

Total expenditure, excluding salary, during the year (INR in

Lakhs):	
4.2 Total number of computers on campus for academic purposes	**99**

5.Teacher	
5.1 Number of full-time teachers during the year:	**28**

File Description	Documents
Data Template	[View File](#)
Data Template	No File Uploaded

| 5.2

Number of sanctioned posts for the year: | **28** |

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

Govt. College of Education, Jammu is affiliated to the Cluster University of Jammu. It follows the curriculum developed and designed by the University.The courses of study and the syllabi for each course (B.Ed/M.Ed) isrevised as per need ,by different Boards of Under -graduate and Post graduate studies of the University and approved by the Academic Council , in tune with the UGC guidelines.The B.Ed/M.Ed curriculum was revised in the year 2019. and is due for revision.College has constituted an inhouse curriculum committee which reviews, revises and plan the institutional curriculum of teacher education courses. The teacher educators are given autonomy to use innovations at all levels be it content selection, teaching learning strategies and evaluation.At the commencement of each academic session, students undergo an orientation program. Adequate feedback was received from all concerned and then a concrete decision was taken on how to develop and improve the curriculum drawbacks for the next academic session. At the onset of all academic sessions, an academic calendar was framed to put into practice all improvements and innovations

designed for implementation. Furthermore, utmost care was taken to complete the university prescribed B.Ed. and M.Ed. curriculum in time with optimum efficacy via online mode.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	**No File Uploaded**
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	**No File Uploaded**

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

C. Any 3 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	No File Uploaded
URL to the page on website where the PLOs and CLOs are listed	http://gcoedu.in/pdf/2.6-PLO.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

67

File Description	Documents
Data as per Data Template	[View File]()
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View File]()
Academic calendar showing time allotted for optional / electives / pedagogy courses	http://gcoedu.in/pdf/Time%20table%20of%20M.ED%20and%20B.ED%20for%20NAAC.pdf
Any other relevant information	**Nil**

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

0

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

0

File Description	Documents
Data as per Data Template	[View File]()
Brochure and Course content along with CLOs of value-added courses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

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

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	**No File Uploaded**
Course completion certificates	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	**One of the above**

File Description	Documents
Data as per Data Template	**No File Uploaded**
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	**No File Uploaded**
Document showing teachers' mentoring and assistance to students to avail of self-study courses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Certificates / evidences for completing the self-study course(s)	No File Uploaded
List of students enrolled and completed in self study course(s)	No File Uploaded
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

An Educational Institution performs significant functions of providing learning experiences to lead its students frm ignorance to knowledge. As far as the teacher education is concerned, NCTE has clearly defined it as, "A programme of Education, research & training of persons to teach from pre-primary to higher secondarylevel". Teacher Education Programme encompasses teaching skills, sound pedagogical theory & professional skills. The instution laid emphasis on equipping prospective teachers with the knowledge, attitude, behavior & skills they acquire to perform their task effectively in the school, classrooms & wider community. The organizationorganizes various programmes to provide first hand experience to the pupil – teachers by organizing their visit to different levels of schools and providing platform so that they may get exposure in different respective fields. For developing teaching skills among the prospective teachers GCOE organizes demonstration sessions and acquaint the students with different teaching skills. Pupil teacher practice those teaching skills in the form of Micro teaching. In Micro teaching, Micro lesson plans are planned on daily basis in which teaching strategy/technique is practiced by Pupil teacher for a specific subject. It incorporates a specific topic that needs to be taught for a particular period.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations   International and comparative perspective

Education is an effective input in the development of nation. It is the process through which society deliberately transmits its culture and heritage, its accumulated knowledge, values and skills from one generation to another. The education system in India comprises of Pre-primary, Primary, Secondary and Higher Secondary education. In order to develop the deep understanding of Indian School System at District and Province level, Govt. College of Education aimed at organizing various visits of prospective teachers to SIE, DIET, Anganwari centre, Pre-Primary, Middle, High School and Higher Secondary Schools including various innovative centers as well. Primarily, there are 2 different Education Boards viz. JK board and CBSE governing the education system in Jammu province. Due to Pandemic situation prevailing in 2020-21, students were given virtual tour to various institutes of Jammu province. In order to have detailed understanding of functioning of various institutions, this premier institutes organizes teaching practices in various schools-middle, secondary and higher secondary schools. Our institute, being a government one made the students to visit the Government schools having state board education system.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

This premier institute is a centre of excellence for teacher trainees by equipping them with the skills and understanding of teaching and preparing them at global level. B.Ed. & M.Ed. course syllabus consists of both the core and elective papers as a part of curriculum. The syllabus of both the courses is framed to meet the psychological temperament of the students and also focus on various educational methods of teaching. With the help of syllabus, efforts are made by the institution to enable the students to develop the inter-connectedness of various learning engagements such as Each one teach one, Each one Plant one and Portfolio. The instution laid efforts to connect the students with their community, environment and put efforts on harmonious development of learner's personality.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	**Three of the above**

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

240

2.1.1.1 - Number of students enrolled during the year

240

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	**No File Uploaded**
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

148

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

155

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	**No File Uploaded**
Any other relevant information	View File

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

12

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

12

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

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

Following are the areas which are evaluated at the entry level in order to identify the level of readiness of the pupil teachers forundergoing professional educational programme for teacher training i.e. B.Ed. Course.

Part A- General English - It includes questions based ongrammar, vocabularyand comprehension. The objective of this paper is to assess thelanguage skills of the pupil teacher. It also tests the candidates linguistic skills and mental alertness.

Part B- General Awareness - It includes questions based on general knowledge and current affairs. General Awareness helps on the academic front. It also helps in assessing the basic knowledge of students about the current social, political, environmental and global scenario.

Part C Aptitude for Teaching profession - It helps inevaluatingthe readiness of pupil teacher for Teacher training as readiness is the main criteria for successful teacher training process.

Part D Reasoning - It helps the candidates in improving decision making skills, problem solving skills and setting goals. These are necessary for building a stable career in teaching.

The students are selected on the basis of scores achieved by themin theory and practicum of B.Ed. Course.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and	Six/Five of the above

Adaptive Structures (for the differently abled) Multilingual interactions and inputs

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	Two of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

1:14

2.2.4.1 - Number of mentors in the Institution

28

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The institution focuses on Experiential and participative learning. Ample training is provided to student's during the two year training course both in B.Ed. and M.Ed., so that they can learn through action, by doing teaching in actual classrooms, through simulated teaching, through experience, and through discovery and exploration. Group discussion, peer group feedback, active involvement of faculty, hands-on participation, applying information outside classrooms is also given preference. Problem solving and critical thinking is also promoted through academic and co-curricular activities. Through teaching practice, internship activities, co-curricular activities and field visits our students are given ample exposure to new ways of learning. Besides regular teaching-learning, sessions on brain-storming are also held. Experience, reflection and application of knowledge is promoted through theory and practicum. Students are motivated for participative learning through various programs like Each One Teach One and Each One Plant One. Hands -on learning is promoted through preparation of teaching aids. Students are motivated to organize events, take decisions and take various initiatives for the benefit of the society.The students under training are engaged intellectually, emotionally and socially to develop a sense of responsibility towards the community in which they live and the society at large.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

28

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to LMS	**Nil**
Any other relevant information	View File

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

453

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

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

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

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The pandemic was a tough time for both the students and faculty members. But Government College of Education, Jammu was one of the first among all the colleges to start online classes and all the faculty members made themselves adept with Online teaching learning. The pandemic time was stressful and highly challenging for all. But the faculty members worked as a team to resolve all the issues and after mutual discussion many decisions were taken keeping in view the availability of students at a particular point of time like Internship activity, Micro-Teaching, Macro-Teaching, Dissertation work and Viva-voce etc. Since we all were going through a time of uncertainty and ambiguity, we tried to deliver the best in terms of Teaching, Learning and Evaluation. Besides curricular activities many co-curricular activities were also conducted. Students also acted as volunteers to help the health workers to conduct their duties for covid patients. Many programs on Mental health issues due to pandemic were also conducted. Group supervisorspersonally counselled many students who were going through any sort of problems or trauma during Online teaching.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	View File

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

Various online as well as offline activities pertaining to exploration of creativity, development of critical thinking and building empathy were conducted by the faculty members. Many programs related to job opportunities, skill enhancement and other life skills were also conducted.

Creativity and Innovativeness

Different Teaching Departments, Committees and Cells/Clubs organized webinars as well as offline pograms for nurturing talent and for giving opportunities to students for showcasing their talent.

Intellectual and Thinking Skills

Group discussions, innovative teaching practice through videos and ppts were prepared by students. Students were encouraged to participate in various online competitions conducted by faculty and other instutions also.

Empathy and Life Skills

Students were encouraged to act as volunteers during Pandemic. Our college students made masks and distributed it among the needy. Plantation, Swatchata Pakhwara,Poster making, slogan writing,creativewriting and other activities were organised to develop empathy and life skills among students. Counselling cell also organised many sessions for making the students aware about mentahealth issues during Covid.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	**Seven/Eight of the above**

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

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

Eight /Nine of the above

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different

All of the above

situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

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

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

All of the above

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

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

Four of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	View File

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

For Macro-Teaching the students of the college are taken to Government Schools of J&K. The head of the institution writes a letter to Directorate of School Education, Jammu takes permission for conducting Teaching Practice sessions. A list of Government schools that are near the vicinity of the college is provided to the Directorate for conducting Teaching Practice of a group of 13-14 B.Ed. /M.Ed. students for each school. The Directorate office issues an order pertaining to the permission of visiting the schools for training purpose. The college issues the letter to each Group Supervisor accordingly and the schools are selected by respective Group Supervisors. The students are informed through WhatsApp groups and notices regarding the select Schools. Each group supervisor holds a meeting with the students and gives them proper instructions regarding the Teaching Practice to be held in schools. Next day all the groups visit their respective schools and hold meeting with the Principal and staff members for all the necessary arrangements like framing of new time-table, distribution of classes etc. Since our institution holds good reputation and the TP is taking place since decades, different Govt. Schools always cooperate with our teaching groups.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

198

File Description	Documents
Data as per Data Template	**No File Uploaded**
Data as per Data Template	**No File Uploaded**
Plan of teacher engagement in school internship	View File
Any other relevant information	**No File Uploaded**

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	**Nine/All of the above**

File Description	Documents
Data as per Data Template	**No File Uploaded**
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	**No File Uploaded**
Any other relevant information	View File

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

During the Teacher Training Period in schools, all the stakeholders ensure proper training of the Pupil Teachers.

Role of the Teacher Educators:

The assignedGroup supervisormonitors all the teaching and other allied activities of the students during the training. The students take their classes as per the prepared Time-Table and the supervisor observes the delivery of Lessons by visiting each and every class.He/shealso monitors whetherthe P.T. has prepared relevant Teaching Aids, the content is well prepared, class management is proper, Lesson Plan is prepared according to the selected Teaching Approaches etc. The supervisor gives her feedback daily.

The School Principal plays a pivotal role in managing the training period. He/ she cooperates in making all the necessary arrangements/ alterations for the execution of Teaching Practicum. After the completion he/she certifies that the training has been done by the Pupil Teacher properly. The certificate is attached in the Internship files and Teaching Practical files also. Likewise school teachers also monitor, supervise and give their suggestions during the training period. Staff meetings also help in developing good understanding of the functioning of the school.

Peer Group gives their feedback in the form of Observation Lessons.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	Four of the above

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness	**Five of the above**

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

28

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

13

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

28

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

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.   In house discussions on current developments and issues in education 2.   Share information with colleagues and with other institutions on policies and regulations

The faculty members of GCOE, Jammu are academically sound and during Covid also they kept themselves abreast of all the latest teaching tools and techniques through Online mode. In house discussions about NEP 2020 also took place. Not only this students were also encouraged to participate in the discussion about NEP 2020. Many faculty members also attended Online Webinars, FDP's and Workshops during the pandemic.Some of the faculty members also acted as Resource Persons for different forums on New Education Policy. Besides this teacher's kept on publishing research papers in high quality journals.

Pertinent to mention here isan OfflineONE DAY WORKSHOP ON ISSUES & CHALLENGES IN EDUCATION DURING CORONA-19 PANDEMIC on 25th March 2021. Dr Mandeep Singh was the Organizing Secretary of the workshop. Faculty members from other colleges were also invited to discuss the issues and challenges faced by Education Sector due to pandemic.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	View File

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

The continuous internal evaluation (CIE) in the institution comprises of:Minor tests Syllabus for the minor test 1 is unit 1 from the course i.e. 20% course and value 15 marks for a 4 credit course. Syllabus for the minor test 2 is unit 2 from the course i.e. 20% of the course and value 15 marks for a 4 credit course .Sessional work comprises mostly field visits and report writing and value 10 marks.Internship activities: The student devotes 10-15 days in each semester to complete record of internship activities.The internship is of 50 marks (2 credit course) having 30 marks for internal evaluation in each semester of B.Ed. and M.Ed. course.Microteaching (4 credits) : In the microteaching 2 weeks are devoted in which fourskills are practised. Each skill shall have 25 marks out of 100 marks; planning and practising the skill of micro lesson plans are evaluated by internal i.e. concerned supervisor and is of 60 marks.Practice of teaching : Teaching Practice takes place in 3rd and 4th semesterfor the two teaching subjects. 80 lessons (40 in 1st and 40 in 2nd subject) 20 lessons (10 on spot lessons + 8 observation lessons + 2 criticism lessons). Internal evaluation is of 60 and external carries 40 marks.Project work: Four projects undertaken throughout the B.Ed. course and submit the report in 4th semester as Reflective Journal / Project. The Project is of 4 credits and value 100 marks (60 internal, 40 External).

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

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

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

Government College of Education has established an active Grievance Redressal Committee and result verification committee to deal with any query or problem related to the internal evaluation. Committee works for smooth communication between the students having any grievance and the concerned person on the other end.

All the complaints and grievances are being clarified timelyand there is no delay in declaration of result.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe

the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

Govt. College of Education prepares and publishes 'Academic calendar' containing the relevant information regarding the teaching learning process , various events to be organized, holidays, dates of internal examination , semester examination etc. The academic calendar is prepared so that teachers and students should know all the activities regarding continuous internal evaluation process and it is also published on website of the college and admission brochure. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, minor test, sessional work, internship, semester examinations. For the implementation of Internal Assessment Process, Examination committee is framed at the college level which monitor overall internal assessment process. The record of internal assessment is maintained at college level. Every department has to submit the compliance of the academic calendar as part of their annual submissions. In addition the internal audit conducted which ensures the compliance to verify with documentary evidence.

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

Govt. College of Education has clear vision related to curriculum and attainment of stated PLOs and CLOs. Institution emphasizes on the overall development and promotion of value education. Curriculum is fully aligned with learning outcomes. Various curricular and co-curricular activities such as celebration of important days, debates, seminars, educational visits etc. help to attain the expected learning outcomes. College offers number of programmes to improve personality development, communication skills and sensitizes the prospective teachers about social responsibilities. An expert team of mentors facilitate the students to be proficient in teaching learning process through use of ICT, access of online learning material and to gain an insight into problem solving and decision making. "Each one teach one", "Each one plant one" are the projects that aim to achieve a sense of responsibility and environmental consciousness among students. To ascertain the progress, college ensures the continuous evaluation and accelerates the growth through proper guidance and feedback.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	**No File Uploaded**

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

Govt. College of Education provides best opportunities to imbibe professional and personal attributes among its pupil teachers. After admission process, students go through regular classwork that is fully aligned to the learning outcomes, promised at the beginning of the course. Prospective teachers get simulated classroom experience through twelve days microteaching practice and become confident in teaching. Then they are being sent to different schools for real classroom experience for macroteaching of eight weeks. To create an inclusive approach, internship is designed in which students visit different innovative centers like Schools for Deaf and Dumb, School for blinds, School for Mentally Retarded Students etc. All these experiences add to the knowledge as well as personality of the future teachers. Knowledge gained by the students is evaluated on the basis of exams, quizzes, co curricular activities etc. Regular feedback is provided to the students by the concerned faculty members and they are always motivated to explore their tendencies and excel new heights.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	**No File Uploaded**

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

364

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	**No File Uploaded**

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Nil

File Description	Documents
Documentary evidence in respect to claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
Sanction letter from the funding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	**No File Uploaded**
Income Expenditure statements highlighting the research grants received certified by the auditor	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	**No File Uploaded**
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	**No File Uploaded**
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	View File

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

9

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	**No File Uploaded**

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

13

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

25

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

300

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

100

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

100

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	**No File Uploaded**

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

Various outreach activities related to Covid-19 pandemic social awareness, gender sensitisation, environmental protection, skill developmentand the like were organised by various departments and units of the GCOE, Jammu, during the session 2020-21,both via the offline and online modes. The activites saw immense participation from enthusiastic students who not only participated actively, but also learnt about the many social issues of the present times and the core values required to act as a responsible citizen of the country. While some activites like mask making competition and painting competitions sought to raise awareness by involving students in competitions, others like the awareness campaigns required the students to think critically about the issues at hand and present their views to the community at large. Stil, there were other batch of activities which were solely a learning experience like the skill development courses, digital awareness programmes and the course of communication skills. Activities like plantation drives, greening of vertical garden and plastic waste management taught the students about the imminent need to conserve the environment and the many small initiatives they can take to lead environmentally sustainable lives. On the whole, despite the pandemic, outreach activites involving different stakeholders of the society were conducted seamlessly throughout the year, whether it be online or offline, as required.

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

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

2

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

1

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

1

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	View File

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

1

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice	Five/Six of the above

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

Government college of Education is affiliated to Cluster University of Jammu recognized by the Govt of JKUT is the only premier institute/Govt.collegein the Jammu division aimed at developing the understanding and competencies required by practicing teachers for effective teaching-learning process.

The GCOEJammu has well furnished and spacious physical Infrastructure as per norms spread in an area 19.9 Kanals of land. The college has 07Classroomes equipped with modern educational technologies along with 01 multipurpose hall, conference room, Computer Lab,psychological counselling cell, Science/activity Lab and a spacious ,well furnished staff room along with a small hanging garden outside principal chamber giving aesthetic and natural ambience to college. The College has adopted KOHA withair conditioned facilitieswith latest fixtures and furniture having Collectionof 30586 books with subscriptionto around 10 journals and 10 magazines. Apart for text books the library has a good collection of Reference books, Cometitive books, Fiction and Non Fiction literature,Journals available for ready reference.The College library is also a member of N-List for online access to books and journals .

Recently, the college has estaiblished a Research hub under the direction of HED JKUT to conduct high quality research and disseminate scholarly activities in the colleges.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

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

07

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://gcoedu.in/pdf/Photos%20of%20classrooms%20and%20seminar%20hall%20with%20ICT%20Facilities.pdf
Any other relevant information	**No File Uploaded**

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

153.69

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	View File

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

The college library is using KOHA version 16.2 as a Library Management Software to automate the library operations. Till date 17574 have been cataloged with pasting of Barcodes. MARC-21 format has been followed while cataloging the books with subject headings and the process of entering data of the library books continues as every year books are added in the library. Electronic Identity Cards for the session 2019-21 for B.Ed students, M..Ed students, and Teaching Faculty have been prepared and the process of preparing the identity cards for the upcoming academic session continues. Due to COVID-19, the library services remained affected till date because of which the library automation is still partially done. The various modules being used through KOHA is cataloging, Administration, Add Users and Patrons Creators, Tools (Export/Import) and routine backups for the data along with reports.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	http://gcoedu.in/library.php
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The College library has remote access to library resources through the N-List database for accessing e-Journals and e-Books. Total 299 users have been registered under N-List out of which 123 are active users, 133 are pending users, and 43 have been expired. Ms. Rajni Kumari and Ms. Sabya have logged in maximum having 40 page views and 10 page views respectively. Moreover, the students have been registered in NDLI.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	View File

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases	All of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

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

718597

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	View File

4.2.5 - Per day usage of library by teachers and students during the academic year

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

61

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

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

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The entire college is having Wi-Fi facility forfaculty and students .The internet connectivity is provided through BSNL fibre connection and BSNL Broadband connections delivers approximate data speed of 50 Mbps .As far as the internet bandwidth is concerned, the college has gradually increased the bandwidth speed and switched over to fibre connection for more speed and reliability in data transfer. In the year 2020, the college acquired its first BSNL fibre internet

connection for its M.Ed Block and subsequently after experiencing the service by the ISP, the college acquired its second BSNL fibre high speed internet connection for its Research Hub. Moreover, the institution has witnessed a significant augmentation in the ICT facilities. The college now have 04 Interactive Smart Panels, 02 Andriod Based Smart Boards, all 07 classrooms of the college have the digital infrastructure for teaching and learning. There is a power back by the Generator Set(40 KVA) that caters to emergency needs during power outages in the college. The college also provides the facility of laptops to the faculty members depending upon their requirements. The college is enriched with resources like computer hardware and software, projectors and other assisting devices.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

3:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	View File

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	D. 50 MBPS - 250MBPS
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://drive.google.com/drive/folders/1WPxn8jz0JrX8nnsh9hbaVMAZdw-7zajs?usp=sharing
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://drive.google.com/drive/folders/1WPxn8jz0JrX8nnsh9hbaVMAZdw-7zajs?usp=sharing
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

153.69

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	View File

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Maintainence of library ,ICT infrastructure and Science/AV facilities:

The library committee and administration hasbeen given the responsibility to purchase libraryresources in print and online resources.Likewise the laboratory equipment, specimens and other necessary chemicals are purchased by the office of principal and purchase committee as per the requirements.Maintenance of computer and IT facilities is also looked upon by the office of the principal

and computer science department of college.Maintenance of classroom is regular exercise ensured by grade -IV workers and cleaners under supervision.

Students support and welfare of students:

Various committees are framed (chairperson- principal) along with students council. Moreover college has fully functional council cell also catering the needs students as well as faculty .Spraying of chemicals pesticides, insecticide is done periodically . Moreover, NSS and red ribbon club of the college are very active agencies , work in collaboration with external agencies like JMC, GMC, Ayurvedic hospital and periphery universities and colleges.The college has an elaborate academic support mechanism . All the departments follow syllabus of said university in a very systematic and transparent system in which students have an easy access to university portals through students login /credentials.

File Description	Documents
Appropriate link(s) on the institutional website	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/http://gcoedu.in/pdf/Procedures%20and%20policies%20for%20maintaining%20and%20utilizing%20physical%20New.pdf
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	Five fo the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Nine or more of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	**No File Uploaded**
Any other relevant information	View File

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

Three of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	**No File Uploaded**
Report of the Placement Cell	**No File Uploaded**
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year

Number of students placed as teachers/teacher educators	Total number of graduating students
5	190

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

5.2.2 - Number of student progression to higher education during the academic year

5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).

11

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

19

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

A Student Council is a representative structure through which students in the College can become involved in the affairs of the College, work in partnership with the management and staff for the benefit of the College and its students. Even though there is a fair chance to every student to communicate at any time with the administrative officials, the Student Council of the Government College of Education Jammu, which was elected online in the year 2021 due to pandemic,is truly acting as the interactive body facilitating primary level of communication and bringing views on the issues of the students to the management and the same are resolved up to the satisfaction of the students without compromising on the rules and regulations governing the functioning of the College. The Student Council is effectively conducting the mentoring programme whereby the senior students help new students in all possible ways and help their integration into the College community. . The Student Council also assists in planning and development of various cultural, sports, social, recreational and other educational interests of students in the institution and provides scope to contribute in the development of students' leadership skills, program planning and volunteering.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

30

File Description	Documents
Data as per Data Template	[View File](#)
Reports of the events along with the photographs with captions and dates	[View File](#)
Copy of circular / brochure indicating such kind of events	[View File](#)
Any other relevant information	**No File Uploaded**

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Without strong alumni relations, the prospect pool of any Higher Education Institution will be significantly reduced as the Alumni Association has the potential to be the most loyal and generous supporter. Keeping this aspect in mind, the Government College of Education Jammu actively involved the Alumni Association in several activities. The Association acted as an effective support system during the COVID-19 Pandemic time as by using their influence the Association members helped the College in creating a Group of Doctors with Helpline Numbers to provide consultations to the students, their family members and College faculty on different health issues. They also facilitated in timely evacuation of those teaching and non-teaching members of the College who were infected by the virus. Further, the Alumni Association left no stone unturned in providing online guidance on different subjects to the students on the request of the College Principal and this helped the students a lot in remaining updated on educational front during the pandemic time.

File Description	Documents
Details of office bearers and members of alumni association	[View File](#)
Certificate of registration of Alumni Association, if registered	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	Five/Six of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

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

1

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

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

Maintaining good relationships with Alumni is crucial to the success of any higher education institution as former students serve many valuable roles. Keeping this aspect in mind, college actively involved the Alumni in different activities. They were called on numerous occasions to build skills and knowledge sharing network and

the experiences that were shared by the Alumni with the students whether in the time management, development of self-discipline and character or in career management inspired the students a lot. Further, the former students extended support to the present students by mentoring them on practical learning or work experience in the institutions where the Alumni are presently serving. Alumni, who are presently holding key positions in different departments, even helped the College in availing different services from the Government and conducting various activities by actively involving the students. Be it intellectual activity, academic activity and social service the former students are being involved and their valuable suggestions are also kept in the mind while planning different academic and extra co-curricular activities for the students of the college. The college is committed to be in regular touch with Alumni so that they can give back to the institution through their valuable ideas.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Vision:

This premier institution to be a centre of excellence for teacher trainees by equipping them with skills of teaching and to prepare them at global level and continually improving the processes laid down by agencies like ISO, NAAC, UGC, University and the UTGovt.

Mission

1. To prepare competent teachers by adopting pupil centric approach. 2. To provide best quality teacher Education at low cost. 3. To strengthen moral and ethical values. 4. To strive for improving human capital. 5.To organize academic/ professional programs like FDP, Seminars, Workshops, conferences . 6. To make optimum use of

ICT for the development of teaching skills. 7. To continually improve all relevant processes through concerned monitoring agencies. 8. To focus on the development of capabilities specific and global. 9.To promote research and development. 10.To promote national integration by organizing community oriented activities.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

In order to maintain the standards andachieve the desired goals,the college has decentralized the management system and it works under the guidance of different committees constituted by the college administration for the same purpose. Attempt has been made by the institution towards maintenance of transparency in its financial ,academic, administrative and allied activities and time to time proper audit of grants and academic activities is done by the concerned authorities for maintaining the standard of the institution / quality of educationas set by different agencies.

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

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

Financial Management

Funds are granted by the Deptt of Higher Education JK UTgovernment

and managed by Accounts Assistant deputed by the finance department of JK UT Govt.The softwareJK Payment Systemprovides the common and integrated platform for DDO's to prepareall types of bills for booking of expenditure.Financial transparency is maintained byaccount assistant along with Purchase, College DevelopmentCommittee & Advisory forverification and validation of the processes by conducting meetings periodically.

External audit of the college is conducted by ateam from AG Office Jammu.

Academic Process :-

The institution strictly follows academic calendar prepared in advance. In order to maintain transparency, in admission process, admission committee of college admits the students selected through BOPEE on the basis of entrance test (B.Ed.) and selected list of M.Ed. Students by Cluster University based on their merit. The evaluated answer sheets (Minor Tests) are received by the students along with Feedback Performa.

Administration :- B.Ed. & M.Ed. Coordinators and different committees under the guidance of Principal ensure administrative transparency. Notices/Circulars are shared through Email and Whatsapp groups of the College. Each employee has full access to see their records related to leave, daily attendance, leave balance, etc.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	*View File*
Any other relevant information	*View File*

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

The College has perspective plan framed inaccordance with its vision and mission which clearly considered the different aspects for quality enhancement and improve teaching learning

environment,integration of technology in the teaching and learning process establishing Research facilities and to nurtureand develop Research culture among students and staff and ensuring Eco-friendly environment for saving light energy, etc. Threadbare discussions through Online meetings it was decided that Teaching Practice and Internship activities shall be held through Online Simulated conditions. Besides this, faculty members were also encouraged to do online courses related to latest tools and technology of effective Online teaching. In addition to this, they were encouraged to pursue MOOC courses. A committee was set up to plan for e-content development. Faculty members also started using Zoom, GCR and Wise App for Online teaching.The college has conducted skill development training for its studetns in collaboration with the central university of Jammu as one of its deployed strategy.

Later on, after completion of syllabus, Online evaluation was also a big challenge. The college followed the directions of Higher Education authorities and Cluster University of Jammu. Minor I and Minor II tests were conducted after certain modifications in the general evaluation pattern.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://gcoedu.in/pdf/strategy%20and%20deployment.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

Our College is governed by Higher Education Department of J&K Govt which has the responsibility take care of all the colleges in the state of Jammu &Kashmir. However, the administration of Govt.GCOE is the responsibility of the Principal who is directly accountable to the Department of Higher education.

Principal

The Principal is involved in overlooking the implementation of plans of the College. He ensures that regular day to day operations are

properly conducted, through feedback from conveners', teaching and non teaching staff.

Heads of Departments

The Heads of Departments ensure that the plans communicated to them by the Principal are implemented systematically . Committees for co-curricular activities The committees are formed at the beginning of the year and are assigned the tasks according to the institutionalplans, for the curricular activities that enhance overalldevelopment of students. Administrative Committees [Examinations, Scholarships, Purchase, Discipline, Sports, Admissions, Library, etc. For the smooth conduct of all administrative activities according to requirements of academic bodies and government rules, there are committees headed by senior faculty to guide the function.

File Description	Documents
Link to organogram on the institutional website	http://gcoedu.in/orgchart.php
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the

meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The IT committee of the college under the able supervision and guidance of the college principal performed a very vital role in augmenting the ICT infrastructure of the institution. Numerous meetings were chaired and subsequently, minutes of meetings were implemented in true letter and spirit. There is one decision which was taken in the minute of meeting held on 07/01/2021regarding the purchase of Academic Version of data analysis software SPSS 27.0 for Research Hub of the College. It was decided in the minutes that the software would be procured from the authorized seller from IBM and the unanimous consensus was about buying only standard modules of SPSS i.e Advance Statistics and Regression. The process was initiated and a purchase order was place to the authorized vendor/seller after observing all codal procedures and the ordered product was received both in format .i.e Online and CD covers.

The above decision is successfully implemented as the software is installed in the computers available under Research Hub and subsequently academic workshops on SPSS were organized to complement the purchase.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Being the Govt. college, the J&K Government offers the following welfare schemes for all its employeesand students for the betterment of institution. The various sychemesinclude Summer and Winter vacations to both teaching and students,the order is issued by the higher education department whichis strictly followed by the college.The government has also provided various welfare schemes to both teaching and non-teaching like Maternity leave, Paternity leave, Casual leave , child-care leave, Study leave,etc.employees/students accidental inssurance and other scholarships schemes etc as shown in file.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

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

3

File Description	Documents
Data as per Data Template	**No File Uploaded**
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	**No File Uploaded**
Any other relevant information	View File

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

15

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	**No File Uploaded**

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

Performance Appraisal for teaching faculty Following the UGC regulation 2010 and amendments thereof, the institution monitors performance appraisal system through submitting of APR (Annual Progress Report) of the teaching staff. The APR reflects the details of refresher orient at ion course/ workshops etc that the teacherattended during a particular period as it is deemed mandatory for promoting in next grade. The stock of teaching performance is computed by reflecting the involvement of the teacher in curricular co-curricular and extra-curricular activities . The evaluation ofcourses taught and average number of clock works in a week are computed. Due consideration is given to the evaluation of innovation for special contribution made by the teacher. The involvement in the welfare of students and community work is given due weightage for monitoring performance. During appraisal the teacher is given opportunity to pen down any special achievement made by him in the field of his subject, that can upgrade his overall performance .

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Financial audit of the accounts is an important process and is strictly followed by the Government College of Education Jammu. The college undergoes an external audit conducted by higher education department and AG office. They verify and confirm all finance related document. Reports of audit is submitted to higher education department and AG office. In case of query, documents are sent tocollege for clarification. All the process in the college is strictly monitored by the principal. The copies of the audit are also preserved in the college for records.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	View File

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

The institution is run by the government so the funds to be utilized are primarily allotted through the Higher Education Department ofJammu and Kashmir. Funds to be allotted for the institution go through the exercise of forming annual budget as per requirement. The same is being discussed with chief Accounts Officer / Financial Advisor for allotment of funds under different heads. The allotmentsare made to institution throughout financial year through the application of Budget Evaluation and Management System (BEAMS).Optimum end use of the funds is made as per the rules and regulations and is subjected to audit by the government Within the institution funds are mobilized out of a specific percentage of the fee collected from the students. These funds are grouped under heading "Local Funds". These funds are utilized for the benefit of students and for meeting other minor expenses of the college. To ensure the optimum end use of these funds college development and purchasing committees are framed.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution

for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The following actions were taken:

a) A browsing centre was established and for that the IT Cell committee prepared the necessary documents and made the required purchases during the 2020-21 session.

b) Research Hub was established in the college in accordance with the requirement of NEP-2020. The Higher Education Department of J&K also played a very supportive role in establishing a full-fledged Research Hubwith all the modern facilities and addition of spoke colleges.

c) In accordance with the directives of NEP 2020 and HED, J&K, the IQACalso established Early Childhood Care and Education Centre. The guidelines of J&K Skill Development Centre were also considered during the process.

d) Online workshops were conducted to apprise the faculty members about latest tools and technologies available for Online teaching. Faculty members were encouraged to take part in various online FDP's and webinars for learning new methodologies and teaching apps and keep them updated and up-skilled.

e) Faculty members were encouraged to develop e-content and open YouTube Channels.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

Covid pandemic was the most challenging times and the Education Sector was worst hit by its impact, globally. Being a unique challenging situation the Schools and Colleges could not do much on its own without the directions of the central government. Hence, as per directions of the Central Government the colleges were completely closed for all kinds of activities from March 2020. In the month of April the government directed the higher education

authorities to conduct Online Classes. To a great extent, the decision brought the much needed paradigm shift in higher education. IQAC of GCOE, Jammu accepted this transformative change and motivated the teachers and students to adopt the latest technology for teaching and learning. However the change was not easy because being a training institute, the additional challenge was to conduct Micro-Teaching, Macro-teaching and Internship activities through onine mode. IQAC suggested the faculty to adoptsimulated conditions for Micro, Macro Teaching and Internship Training. After threadbare consultation with faculty, many mutual decisions were taken to ensure interactive, engaging and workable teaching-learning activities. IQAC conducted online meetings periodically andhelped in updating the digital infrastructure of the college. It also ensured adoption of new evaluation pattern through GCR.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

S.NO Activity 1. Browsing centre was established and for that the IT Cell committee prepared the necessary documents and made the required purchases during the 2020-21 session. 2. Research Hub was

File Description	Documents
Data as per Data Template	No File Uploaded
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

| 6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other | Four of the above |

mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

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

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Incremental Improvement

First Cycle(2004- 2009):

Establishment of IQAC. M.Ed. Course introduced in 2005-06. Basic Computer Course training organized for Teaching and Non-Teaching staff by Government of India.

Second and Subsequent Cycles

Establishment of Computer Department and Women Development Cell.

Semester system introduced by Jammu University. Two year B.Ed. Course and M.Ed. Course introduced in the college. College also adopted CBCS pattern.

Browsing centre and Research Hub established in the college. All the classrooms equipped with Digital Boards andhigh speed internet facility. Teachers were encouraged to prepare e-content during Covid pandemic. Many faculty members opened their You Tube channels based on the content of curriculum. MoU signed by the college with important institutions. The ICT department developed LMS . Faculty members regularly updated the record of their performance on EPM developed by Govt. of J&K (UT).

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The institution has a stated energy policy that ensures streamlining ways of energy conservation, highlighting different ways of optimallymeeting its power requirements. The institution has installed LED lights in places where power consumption is high. Whereas ACs have 5 point ratings that support energy saving on the other hand an optimum level of temperature is always maintained to reduce energy consumption. All the power buttons in places such as the library, computer lab, classrooms, conference halls are turned off on daily basis by the college chowkidar/security guard soon after college timings are over.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Institution has stated policy and procedure for implementation of waste management. Institution has placed dustbins in all the classes and the campus. Dry and wet waste is properly segregated.Jammu Municipal Corporation is outsourced for the collection of dry waste for recycling. Waste like paper, cardboard, glass etc is sold off to itinerant waste buyers (IWBs) who send it to recycling units and hence college helps to extract monetary as well as environmental benefits. Many cleanliness drives are organized under Swachh Bharat Abhiyan and metal objects are auctioned from time to time.The College envisages shifting itsoperations to paperless medium and promotes curriculum transaction through electronic and paperless medium. The assignments and practicums are given to students through online platforms such as Google Classroom,Zoom App to name a few. The college adopts a very basic method of e-Waste storage for its management/recycling by registered vendors. The college also adopts the practice of auctioning the old and unserviceable items under its waste management policy. In the year 2021, an amout of Rs.52,712 is obtained through auction of the waste items and the same has been deposited in the govt, treasury for which the receipt for reference is attched.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	Three of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	View File

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

File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Institution is committed to the maintenance of cleanliness, sanitation, green cover and providing a pollution-free healthy environment. Various cleanliness drives have been conducted in the college campus as well as in the adopted Village and adopted schools. In order to increase the green cover, college has conducted many plantation drives. Plantation drives are also conducted on large scales in school opted for teaching practice. College is continuously making efforts to make the campus polythene free under the pledge "say no to polythene". Under this campaign students and staff are also being motivated to use paper jute and cloth bags. No vehicle parking is allowed in the college campus to create a healthy pollution free environment. Nukkad Nataks pertaining to cleanliness and sanitation are also organized from time to time.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants	Three of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	No File Uploaded

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

Nil

File Description	Documents
Data as per Data Template	No File Uploaded
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

Institution puts forth efforts in leveraging local environment, locational knowledge and resources, community practices and challenges. Students are the active messengers to carry to information to the society, so a plantation drive was organised in the campus to increase the green cover as well as to motivate the students to do the same at home and locality. As a part of community services, an awareness program regarding waste segregation was organized among local people in which stress was laid upon 3-R principle that is Reduce, Reuse and Recycle of waste. A tree talk related to endemic trees and plants was arranged for the prospective teachers to develop a perception of nature conservation. Moreover, awareness regarding menstrual hygiene is also disseminated from time to time amongst locals. The plastic waste management program was also one of the initiatives taken by the institution to generate awareness among the masses.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	B. Any 3 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website) Describe any two best practices successfully implemented by the institution as per NAAC format

THE ADVANCEMENT OF GCOE JAMMU INTO A DIGITALLY EMPOWERED INSTITUTION

Objectives:

  1. To increase the usage of ICT for Teaching Learning

The Context:

COVID-19 pandemic became one of the strong reasons for immediate shift toward the use of ICT based infrastructure in the educational institutions.

The Practice:

In the last few years, there has been a consistent funding for augmentation of ICT infrastructure in the college campus.

Evidence of Success:

  1. There is an increased use of ICT by the teachers in classroom teaching, evaluation and assessments, use of audio-visual resources, applications to engage the student.

Problems Encountered :

1. The non-availability of dedicated/strong network connectivity (low bandwidth) from the service providers.

Best Practice 2:Share and Care during Pandemic

Objectives :

1. To engage the students to shift their attention from panic to peace.

The Context:

Govt. College of Education, Jammu performed social responsibilities such as collective approach , Share and care etc. since COVID -19 outbreaks to its peak.

The Practice

To generate and strengthen the awareness on COVID-19, its prevention and control, GCOE conducts 1stonline programme on 15th April 2020.

Evidence:

1. Workshop entitled "Destress Yourself" is organized .

Problems Encountered :

1. Hesitation among students and faculty related to use of ICT

File Description	Documents
Photos related to two best practices of the Institution	[View File]
Any other relevant information	[View File]

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Institutional Distinctiveness

The Government College of Education, Jammu is distinctive in its endeavor to establish itself into a Research Hub par excellence.

This premier institution is the centre of excellence for Teacher Education Trainees, equipping them with skill of teaching and prepares them for global level competitions. The college has been re-accredited by NAAC with "A" grade in March, 2017. Education and Teacher Education is an important aspect of providing students with a well- rounded education preparing them for rapidly growing employment in various fields and especially in teaching profession.

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

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File