



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution		Govt. college of Education, Jammu
• Name of the Head of the institution	Prof. Aekta Gupta	
• 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	principal-gcoe@jk.gov.in	
• Address	Canal Road	
• City/Town	Jammu	
• State/UT	Jammu and Kashmir	
• Pin Code	180016	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	
• Location	Urban	

• Financial Status	UGC 2f and 12(B)				
• Name of the Affiliating University	Cluster University of Jammu				
• Name of the IQAC Co-ordinator/Director	Ms. Shalini Rana				
• Phone No.	9419104272				
• Alternate phone No.(IQAC)	9419104272				
• Mobile (IQAC)	9419104272				
• IQAC e-mail address	gcoe.jammu.iqac@gmail.com				
• Alternate e-mail address (IQAC)	principal-gcoe@jk.gov.in				
3.Website address	http://gcoedu.in/index.php				
• Web-link of the AQAR: (Previous Academic Year)	http://gcoedu.in/pdf/GCOE%20AOAR%202019-20%20REVISED.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://gcoedu.in/pdf/B.Ed%20Academic%20Calendar%202020-2021.pdf				
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	27/03/2022
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/PMMMNMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of			View File		

IQAC		
9.No. of IQAC meetings held during the year	5	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> (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?	Yes	
<ul style="list-style-type: none"> If yes, mention the amount 	50,000	
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
Meetings held for Curriculum Development in accordance with the paradigm shift in Education after Covid.		
NCTE inspection by NRC for approval regarding 4 year ITEP		
Early Childhood Care Centre Established and Process for Syllabus Approval initiated .		
First Ever Placement Drive conducted in the college campus by inviting Principals from different B.Ed. Colleges of Jammu Region.		
Process for Introducing Four Year Integrated Course in B.Ed. initiated by IQAC.		
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
1. To conduct meetings for Up-gradation of the current curriculum for B.Ed. and M.Ed. Courses.	Suggestions received from different departments of B.Ed. and Teaching Subjects for upgrading of B.Ed and M.Ed. Curriculum. The same has been forwarded to Board of Studies for approval.
2. To make preparations for NCTE inspection to be held on 01-12-2022	The inspection was conducted through virtual tour by NRC-NCTE Team
3. To establish Early Childhood Care Centre and equip it with the requisite infrastructure and prepare the syllabus and get the approval from the higher authorities for the same.	ECC established , Syllabus prepared by ECC Committee and the approval of the syllabus is under process.
4.To conduct Placement Drive in the college campus.	First ever Placement Drive conducted by IQAC and Placement Cell for M.Ed. students. Two students of M.ED. successfully qualified the interview and they are well placed in B.Ed. Colleges.
5. To introduce and implement Four Year Integrated B.Ed. Course as per the norms laid by NEP 2020.	A committee of Senior faculty members and Advisory Board was framed by IQAC and the process of preparation of curriculum, framing of guidelines for admission and other policy matters is under process.
13.Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
College Governing Body	11/11/2022

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	07/12/2022

15. Multidisciplinary / interdisciplinary

GCOE, Jammu offers Courses focussed on Teacher Training i.e. Two-Year B.Ed. Course and two-Year M.Ed. Course. The curriculum includes Core Courses in Education like Educational Philosophy, Educational Sociology, Educational Psychology and Educational Research along with we offer studies in Environmental Education, Gender Studies, E-Learning , ICT in Education, ICT and its Applications, Yoga & Healthcare, Peace Education, Disaster management, Heritage of J&K besides two papers in teaching subjects like Teaching of English/Hindi/ Social Sciences/ Maths/ Bio-Sciences/Physical sciences etc. The major focus of this institution is Teacher Training hence the allied subjects that are offered also focus on teaching methodologies, approaches etc.

Through Four Year Integrated Program in Teacher Education the college shall be offering wider subjects in different streams like B A B.Ed., B.Sc B.Ed. and B.Com B.Ed. The college shall be using the resources of constituent colleges of Cluster University of Jammu. The college has been selected for ITEP course by NCTE and the college shall be undergoing NCTE inspection also for the same.

16. Academic bank of credits (ABC):

Under NEP 2020 the Cluster University of Jammu has opened the centralized Digilocker account of each student enrolled in the university. The students of GCOE, Jammu have also opened their Digilocker account.

17. Skill development:

Early Child Care and Education Centre has been established in the college. The college shall be offering six months certificate course to its students from the upcoming session. The college is planning to collaborate with NSDC and Jammu University. The college shall be offering the course to outsiders also after the successful completion of the first batch. Similarly the college is planning to offer courses in Communication Skills and Web Developer course through NSDC. Besides short term skill courses are also offered to students like Soft Skills and Personality Development during each semester.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

GCOE, Jammu is a responsible government institution. The students are apprised about Indian theories of Education in the beginning along with Western theories of Education. Indian Philosophy about Education like Vedanta, Sankhya, Nyaya, Yoga, Mimansa, Vaisheshika are an integral part of Teacher Education Curriculum. Similarly the thoughts of eminent Indian leaders like Mahatama Gandhi, Rabindranath Tagore , Vivekananda and Aurobindo Ghosh are also taught so that the students can get a holistic and kaleidoscopic view of education. Besides, we have optional papers like, Heritage of J&K that teaches in detail about the ancient and recent heritage of entire J&K. Similarly the medium of instruction is English but the faculty members are quite flexible in delivery of interactive lectures in Hindi as well as in native language also. Students are frequently taken to Heritage sites and Museums in J&K.

MoU with AYUSH has also helped in generating an awareness about Ancient Indian Knowledge. The AYUSH doctors apprised the students about the importance about indigenous herbal plants. Local languages are promoted through Multilingual Short Story Competitions in which Pahari Language writer won the first prize . Besides many programs were organised to save ethnic Dogra Culture, Language and Handicrafts.

30hrs Value added Course in Ayush and Healthcare (Arogya Vidya 10 Days Course under the theme Educate the Educators) was conducted in our college.

Soft Skills and personality Development Course of 250hrs duration was conducted by Central University of Jammu in the Session 2021-22. It was done in collaboration with Department of Higher Education Govt of J&K UT under the Project on Employability Training.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

GCOE, Jammu presently, offers two year B.Ed. and M. Ed. Courses. The courses are highly successful because there is a high demand for these courses and the employability ratio is very high. B.Ed. Course is based on Theory and Practicum. The students who have been trained in this college have mostly found jobs in Government sector. Our institution has high reputation among B.Ed. Colleges. The Principal of college is designated by the Jammu University Council as the Nodal Officer of all the other B.Ed. Colleges of Jammu region. Similarly, till lately , 50% seats were given to Government In-service Teachers for training. So, majority of teachers in

Government schools have been trained by experienced faculty of GCOE, Jammu.

The success of both the courses are also owing to the transparent admission process where we get the best of Graduates and Post-Graduates from across the J&K (UT). The training involves practice teaching in government schools for one month in each semester, it gives the students a first-hand experience of teaching in actual classrooms. Similarly, the internship activities like visit to all the types of schools in government Sector like (Anganwadi, Nursery, Primary, Middle, Innovative, Secondary Schools, DIET, SIE in their hierarchical order and Observation of Lessons of Teachers in these schools along with the observation of the management of these schools prepares them thoroughly for the School Education system of India. Training in different types of Lesson Planning, Learning Objectives, Practice in Micro Skills with Peer Group and Macro-Skills in school helps them in becoming a well trained teacher. Thus, training makes our students ready for the jobs in Schools and Colleges (in case of M.Ed. students).

20.Distance education/online education:

Not Applicable

Extended Profile

2.Student

2.1 456

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 254

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 105

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

File Description	Documents
Data Template	View File

2.4 226

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 0

File Description	Documents
Data Template	View File

2.6 456

Number of students enrolled during the year

File Description	Documents
Data Template	View File

4. Institution

4.1 11.108

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2 100

Total number of computers on campus for academic purposes

5. Teacher

5.1 23

Number of full-time teachers during the year:

Extended Profile	
2.Student	
2.1 Number of students on roll during the year	456
File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	254
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	105
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	226
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	0
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	456

File Description	Documents
Data Template	View File

4. Institution

4.1	11.108
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	100
Total number of computers on campus for academic purposes	

5. Teacher

5.1	23
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	28
Number of sanctioned posts for the year:	

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 follows the curriculum prescribed and designed by the Cluster University of Jammu. However, periodical revision and modification of curriculum is done by university authorities, who give suggestions towards improvement. The same is also invited from the college faculty. A curriculum review committee, comprising of senior faculty members of the college, was framed for the new curriculum. The admission process for the said session finally commenced in March'21 and the mode of

teaching and evaluation was entirely online. Meetings were held under the chairpersonship of worthy principal for the smooth and timely implementation of NEP 2020. In this context proposals were framed regarding introduction of four year B.A- B.Ed integrated course and the application were duly sent to NCTE for approval, under the skill development courses the college developed curriculum in Early child hood care and Education (ECCE) with 30 credits and 06 months duration The proposal was duly sent to the Academic council of Cluster University of Jammu for approval . The staff of the institution was made aware about NEP-2020 , its various aspects and implementation procedures. In connection to this various seminars and workshops were attended by the faculty from time to time.

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	No File Uploaded
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	View File

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

D. Any 2 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	View File
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	No File Uploaded
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

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 from 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 education level". Teacher Education Programme encompasses teaching skills, sound pedagogical theory & professional skills. GCOE 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. GCOE organizes various programmes to provide first hand experience to the pupil - teachers by organizing their visit to different levels of schools. For developing teaching skills among the prospective teachers GCOE organizes demonstration sessions and acquaint the students with different teaching skills. Pupil teacher practice skills in the form of Micro teaching. Lessons are planned on daily basis in which teaching strategy is practiced by Pupil teacher for a specific subject. Whatever one has learnt in Micro teaching, the Pupil teacher executes the strategy in the actual Classroom situation in the form of Macro teaching. Apart from this GCOE has established an active psychological counseling cell under the "Manodarpan" initiative of MHRD since 2020. Psychological counseling cell conducts various activities to improve mental health, anger

management to sensitize the students about bullying and its ill effects etc.

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

1. Development of school system-The education system in India comprises of pre-primary, primary, secondary and higher secondary education. The school education is divided into three levels, viz the elementary school, the intermediate school and high school.

2. Functioning of various boards of school system:-There are primarily 4 - 5 different education boards in India. Every board has different teaching methods, learning programs, curriculum requirements, assessment criteria, and procedures for conducting tests that contribute to the overall development of students.

3. Assessment system:-In India, 12th grade final board exam scores alone are taken into consideration for admission into colleges as opposed to the continuous and comprehensive high school evaluation from 9th to 12th in the US. Grading is very different in international schools from India.

4. Functional differences -In India, there is rigidity where the student has to study all the prescribed subjects during the schooling period. Whereas, in international schools are more flexible where the students get more subjects to explore with each subject given equal importance.

5. Norms and standards-The Norms and Standards for both Indian as well as international schools are setup by the various education

boards which is based on outcome-based approach.

6. State wise variations-India consists of 28 states and all states are differentiated with each other in terms of language, economy and culture. States are responsible for establishment, selection, and regulation of curriculum, teaching methods, and instructional materials in their schools.

7. International and comparative perspective -It helps us to understand the factors that shape the development of education system in different parts of the world.

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

Government College of Education is a premier institute which acts as 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. and M.Ed. Course syllabus consists of both the core and elective papers as a part of curriculum. The syllabus of both the courses are framed to meet the logical and physiological temperament of the students and also focus on various educational methods of teaching. With the help of syllabus, efforts are being made by the institution to enable the students to develop the interconnectedness of various learning engagements. For interconnectedness, students are engaged in three major projects.

1. Each one Teach one
2. Each one Plant one
3. Portfolio Development

GCOE laid efforts to connect the students with their community, environment and special focus is on learner's overall development of 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

All 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	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

456

2.1.1.1 - Number of students enrolled during the year	
456	
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	
105	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
105	
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)	No File Uploaded
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	View File
Any other relevant information	View File
2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year	
17	
2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year	

17

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	View File
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 aspects which are assessed at entry level of the students:

1. Aptitude for teaching is tested and it includes_ learner and learning related issues, role of various agencies in management of education, Issues related to teaching learning strategies, Handling Educational contexts.

2. Reasoning is also tested, it includes-- figure series completion, coding and decoding, puzzles, relationship concept, geometry, problem of Ages, letter series completion, hidden figure, numeral odd one out.

3. General English: direct/indirect speech, degrees of comparison, synonyms, adjective, punctuation, singular plural, correction of sentences, idioms, spellings, gender, jumbled sentences, verbs, phrases, true/false, articles, active passive voice

4. General Awareness: Books and authors of J&K, Constitution of India, climate and crops in India, First in India (Adventure, sports, Discoveries), History of J&K State, Important rivers and lakes in India, Languages of J&K, Everyday science, National Awards- Science, Literature, Sports, Political and Physical Division of World and India, Important dates, popular names of personalities and their achievements and contributions of J&K State, SAARC, ASIAN, UNESCO, BRICS, WHO, The Newspaper World

(current dailies and weeklies of India), Important Projects and their impact on State Economy of J&K State, Historical places and their importance of J&K, Flora and Fauna of Jammu and Kashmir, The World of Sports, United Nations Organizations veto powers/no. of countries as its members, World famous Awards (Science, Literature, Sports).

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

Six/Five of the above

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

Four of the above

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:15

2.2.4.1 - Number of mentors in the Institution

30

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	View File

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.

Since GCOE, Jammu is a teacher training college, we create an environment where the students get ample opportunities to go through experiential learning, participative learning, problem solving methodologies etc. In every semester students are taken to

Government schools for Teaching Practice and Internship activities. The college allots government schools to each group comprising 13 students and one group supervisor. In the schools, our students prepare time table, take classes, conduct co-curricular activities, observe the functioning of school administration, conduct staff meeting, PTM, mid-day meals etc. Under Internship activities, the students visit different institutions viz. DIET, Playway schools, Primary schools, Secondary, Higher Secondary, Innovation Centre, Anganwadi etc to understand the heirarchal order underwhich the entire school system of India works. Besides theory and practicum students are also given exposure to high order thinking skills through Seminars, Conferences, Symposium, Group Discussions etc. So that after the training they can confidently execute their teaching skills in schools.

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

23

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://jk.pi360.net/site/
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

456

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	No File Uploaded

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	Five/Six of the above
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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	No File Uploaded

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

B.Ed. and M.Ed. Courses offer training program in teaching , learning and evaluation along with research in education. The courses provide a wide array of experience to the trainees. The students are offered real time teaching experience in the

Government Schools of Jammu region. Each batch of the B.Ed. students is divided into a group of 12 or 13 students and each group is assigned a group supervisor. In the one month long training they develop a good rapport as a team. They interact with School teachers and administrators also. It gives them exposure to the grass root level of the society. They are mentored by the Teacher Educators. Through theory and practicum they are trained in different teaching skills, methods and approaches. They learn to work as a team through various Curricular and Co-curricular activities. At the higher level (M.Ed.) they learn to work on projects and dissertation. Faculty members organize programs for developing their social and emotional skills also. Through Seminars and workshops they become aware of latest development in education. Health awareness programs are organized for balancing their home -work stress.

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

Five/Six of the above

File Description	Documents
Data as per Data Template	No File Uploaded
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

The curriculum of B.Ed. and M.Ed is designed in such a manner that it gives ample opportunities in nurturing creativity through theatrical activities, poetry, painting, poster making, beautification of college, making of useful teaching aids, making of best out of waste etc. Similarly through science exhibitions students display their unique workable models etc. Through seminars , debates, symposiums , group discussions, research activities, projects(like Each One Teach One, Each One Plant One)and dissertations their intellectual skills are developed. In order to inculcate the feeling of empathy towards family, society, nation and environment etc many activiies like plantation, visit to old age home, to heritage sites, conduct of cleanliness drives, celebration of Independence day, Yoga etc are organised.

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)

All 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 possible	View File
Any other relevant information	No File Uploaded

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

Six/Seven 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	No File Uploaded

2.4.3 - Competency of effective communication is developed in students

All of the above

through several activities such as Workshop sessions for effective communication
 Simulated sessions for practicing communication in different 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	No File Uploaded

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

All of the above

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	
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	No File Uploaded
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 of community 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	No File Uploaded
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	View File
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

Government College of Education Jammu is the only premier government institute imparting quality training in Teacher Education. The college seeks formal permission from State Institute of Education, Jammu, J&K for Teaching Practice of B.Ed. and M.Ed. students in Government Schools of Jammu Region. A list of around 30 Government schools is given to the college for Teaching Practicum session, every year. Since it is a well established reputed government institution the college gets permission without any apprehensions. In fact many government teachers/principals in these schools are proud alumni of GCOE, Jammu. Teaching Practicum is an age old practicesince long hence the school authorities are already familiar with the entire process in Jammu region.

Before taking the groups to schools the respective Group Supervisors orient the Pupil Teachers about government schools functioning, delivery of lessons, framing of Time Table, conduct of Morning assembly, Understanding the School Administration and hierarchical order of schools, Mid-Day meals, Observation of Teacher's Lessons, Staff meetings etc. Overall a wholesome practical experience of school environment is given to the students. The training part acts as a life changing experience for the B.Ed. and M.Ed. students.

File Description	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	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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	View File
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	View File
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.

GCOE, Jammu ensures quality Teacher Training in the campus as well as in different Government Schools assigned by State Education Institute, Jammu. All the stakeholders in education are involved in observation, supervision and monitoring of month long teaching practice in schools. Regular marking of attendance by all the group students, feedback of school students, school teachers and proper certification from School Principal is taken by the Pupil Teachers in the end. Lessons are also observed by the Govt. School Principals & Teachers.

Group Supervisors are ultimately responsible for the proper training of Pupil Teachers. He/she supervises the daily Lesson Plans by taking a round in all the classes while the pupil teachers deliver the lesson as per the time period assigned to them. During interval, group discussions on their performances takes place. Peer group also gives suggestions to each other for improving teaching skills. They also try to understand the administration, management, mid-day meals and hold staff meetings. The principal and school teachers also guide them so that they understand the students and overall school environment. The College Principal and B.Ed. Coordinators visit the schools randomly and monitor the punctuality and proper execution of the Practicum part of B.ED. Course.

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)

All 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	No File Uploaded

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	No File Uploaded

2.5 - Teacher Profile and Quality

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

23

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

9

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

23

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

13.608

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

2.5.4

The faculty members of Government College of Education, Jammu are highly pro-active. They keep themselves updated and up skilled by participating and organizing seminars and conferences of national and international repute. During the session 2021-22 a number of online/ offline conferences and workshops were conducted to discuss NEP 2020, understanding the modalities of NAAC and Internal Quality Assurance, Use of new softwares like SPSS, Cyber Awareness etc. Various in-house discussion sessions were held to discuss issues, challenges and implementation of NEP 2020 with reference to setting up of new courses for B.ED training as envisioned in NEP 2020. College faculty members, Dr Sushma Bala and Asst. Prof Shalini Rana were invited as Resource Persons to speak about NEP 2020 by different institutions.

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

Internal Evaluation is a continuous and multistage process that provides comprehensive knowledge and opportunities to improve and excel in skill enrichment. Following stages are followed in B.Ed. and M.Ed. Programme:

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

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

3. Sessional work comprises 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.

4. Internship is of 50 marks (2 credit course) having 30 marks for internal evaluation in each semester of B.Ed. and M.Ed. course.

5. Microteaching (4 credits) : In the microteaching 2 weeks are devoted in which four skills 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.

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

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

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	View File

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

Three of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
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

To address with issues related to examination and results, college has constituted Internal Assessment committee and Result verification Committee. These committees oversee the results in the light of maintenance of standards vis-à-vis paper setting, evaluation of scripts and pass percentage in each course under B.Ed and M.Ed. Programme. Once satisfied with the results, it authorises its publication. If any compliant or query arises on the part of the students, it is directly conveyed to the Grievance Redressal Committee, that is responsible 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 at College or University level. All the complaints and grievances are being clarified timely and there is no delay in declaration of result. If student feels any dissatisfaction related to the result, he/ she can apply for revaluation for external marks only to the university.

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.

Academic calendar serves as roadmap for the teaching faculty and

the students and it is a reference point for planning and scheduling of all activities by the different committees formulated for different purposes. The college ensures the planning, preparation and implementation of the academic calendar well in advance and it is 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. Examination committee of the college monitors internal assessment and evaluation on time. Every department has to submit the compliance of the academic calendar as part of their annual submissions. In addition the internal audit is also conducted to maintain transparency and sanctity of the teaching learning process.

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 is committed to provide an updated curriculum and attainment of stated Program learning outcomes and Course learning outcomes. Course offered in B.Ed. and M.Ed. Programmes are aimed to achieve an overall development and clear vision. Various curricular and co curricular activities such as celebration of important days/Festivals, debates, seminars, educational visits etc. help to attain the expected learning outcomes. College offers number of short term courses like personality development, Mock Interviews, participation in different activities, communication skills and also sensitizes the prospective teachers about social responsibilities through visits to downtrodden areas and slums. An expert team of mentors facilitate the students to be proficient in teaching learning process through use of ICT, access of online learning material and to gain an insight into problem solving and decision making. "Each one teach one", "Each one plant one" are the projects that aim to achieve a sense of responsibility and environmental consciousness among students. This way the institution ensures the alignment of stated PLOs and CLOs to make teaching-learning process more effective, meaningful, focused and beneficial.

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	View File

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

The syllabi of courses are designed based on desired learning outcomes and provides best opportunities to imbibe professional and personal attributes among students. PLOs and CLOs prescribe what students are expected to demonstrate on what they have learned, whereas the assessment plan shows how they will demonstrate their learning. After admission process, students go through regular classwork that is fully aligned 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.

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	
B.Ed.- 363 M.Ed.- 65	
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.	
<p>B.Ed and M.Ed. are professional courses to gain skills required for teaching. Besides theoretical aspects, practicum also have a major role to play. Internship provides exposure to various educational setups whereas microteaching aimed to create simulated classroom environment. The system of continuous internal assessment through tests, seminars, assignments, sessional work, classroom discussions, presentations and such other means allows teachers to monitor and assess the progress of students.</p> <p>Co-curricular activities are organized to explore versatilities of the students and to boost confidence among prospective teachers. College also organizes special add on programmes for the students on enhancing communication skills, personality development, mental health, leadership qualities and life skills. In M.Ed program, students also do research work and contribute in the existing literature.</p>	
File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey	
2.8.1 - Online student satisfaction survey regarding teaching learning process	
http://gcoedu.in/pdf/sss.pdf	
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	Four 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	View File
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
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File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
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
18

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

9

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

28

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

400

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

200

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

200

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.

The outreach activities conducted throughout the academic year 2021-22 played a significant role in the holistic development of the students as able teachers and responsible citizens of the society.

Activities related to environment conservation like "Plant a sapling" programme and celebration of World ozone day developed environmental consciousness in the students and made them, aware about the challenges caused by climate change and pollution. They were also made aware about their role in combating climate change and pollution by participation in activities like "Bye bye plastic" awareness, "Cleanliness drive."

Gender sensitisation activities were conducted by Women Development cell to inculcate the seminal value of gender equality among all, for a more gender-equal society.

Celebration of days of national importance like Independence Day and National Voters Day helped in inculcating political awareness and civic responsibility in the students. Other programmes like meditation, visit to herbal gardens and the like helped in the holistic development of the students enabling them to play a proactive role in the society.

File Description	Documents
Relevant documentary evidence for the claim	No File Uploaded
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

4

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	No File Uploaded
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

2

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	View File

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

Five/Six of the above

Practice 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.college in the Jammu division aimed at developing the understanding and competencies required by practicing teachers for effective teaching-learning process. GCOE Jammu has well furnished and spacious physical infrastructure spread overin an areaof 19.9 Kanalsland. The college has adequateClassrooms equipped with modern educational technologies along with 01 multipurpose hall, conference room, Research Hub, Language Lab, Computer Lab, Psychological counselling cell, Science/activity Lab, Browsing Centre and a spacious ,well furnished staff room along with a small hanging garden outside Principal's chamber giving aesthetic and natural ambience to college. The College has adopted KOHA with air 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 Page 46/81

04-08-2022 04:59:30 Annual Quality Assurance Report of GOVERNMENT COLLEGE OF EDUCATION books and journals .

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

7

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	View File

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

11.108

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	No File Uploaded

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 has subscribed N-list which is a college component of e-shodhdindhu consortium with access to 6,000+ journals, 1,99,500+ e-books and 6,00,000 e-books through NDLI . College of education has also signed MOU with DELNET which is a developing library network and the main objective of Delnet is to promote resource sharing among member libraries and create a centralised union catalogue and extend document delivery service as inter library loan facility. The college has also contributed record of library resources for enhancing Delnet Best practices-data sharing and accessibility

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	View File
Any other relevant information	View File

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

1.63

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

29

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	https://gcoedu.in/LIB_FILES/Library_Register.pdf
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
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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 for faculty 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	No File Uploaded
Link to videos of the e-content development facilities	https://drive.google.com/drive/folders/1WPxn8jz0JrX8nnsh9hbaVMAZdw-7zajs?usp=share_link
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	http://gcoedu.in/econtent.php
Any other relevant information	View File

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)

29.79

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 has been given the responsibility to purchase library resources 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	https://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	All of the above
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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	No File Uploaded
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

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	View File
Report of the Placement Cell	View File
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
15	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	View File

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

26

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	View File

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

There is an active Students Council in the Govt College of Education, Jammu which helps share students' ideas, interests/concerns with teachers and the Government. The Students Council often helps raise funds for various activities within and outside the college. The major activities of the College Union include coordinating in curricular, co-curricular and extra-curricular activities within and outside the campus. Moreover, the Council helps in celebrating major festivals and National/International Days of Importance, conducting Medical Camps, extending charitable and community services management services. Moreover, there is a consultative administrative body with the Chairperson of Student Union as one of the nominated members of IQAC Student Wing, two representatives are nominated from each class as IQAC representative. We have students in the Internal Complaint Committee, the Development Cell and the other committees to enable the students' active participation. However, there are various committees in the college which look after academic and non-academic aspects headed by faculty and in some cases student members as well. The committees with students representatives are Academic Committee, Library Committee, Student Support Services, Co-Curricular Committee, Grievance Redressal Committee, Anti-Ragging Committee and Committee Against Sexual Harassment.

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

9

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	View File

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

Alumni Meet was held on 7th of August 2021 online as well as offline by following the COVID guidelines. Ms Shweta Sharma, IFS officer was the chief guest on the occasion. She donated 50 Plants to the college. The College Newsletter was released during the meet. Dr Jatinder Udhamपुरi joined online and recited his Dogri poems. Ms Madhu Gupta, Principal Model School Jammu expressed her views and talked in length on administrative skills. Prof Rohni Chib enlightened about the relationship between teachers and students while as Ms Shashi Sharma explained the importance of lesson planning while teaching. Prof Ramzan Ali, an eminent academican and Alumni of the College, delivered an online lecture on lesson planning. Dr Chanchal Angral, faculty member from GGM Science College, became nostalgic and shared her experiences in the Government College of Education. There were many other Alumni members who participated online and shared their journey of success after passing out from the College

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	Three/Four of the above
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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

Alumni acts a strong pillar and is a great support system for College of Education. All the eminent scholars, who have passed out from college of Education are in regular touch with the institution. Dr. Jatinder Udampurja, Padem Shri Awardee is one of

the most senior Alumni member of the institute. He with his expertise keeps motivating students and invites our talented students for various Dogri literature events. Another Alumni Madam Shweta, an IFS officer keeps donating plants and trees for the campus. She encourages students and guides them as to how to crack competitive Exams. Prof Ramzan Ali, often helps in the curriculum designing of the syllabus. Dr. Renu Nanda who is working as Head, Department of Education, University of Jammu is the member of the advisory of the B.Ed and M.Ed curriculum. She renders her selfless services towards the institution. Mr. Atul Kumar, KAS officer (JMC Jammu) often motivates students and provides help towards the hygiene and cleanliness of the college. Besides these renowned personalities there are many professors working in different colleges of Jammu and Kashmir, who are consulted before planning any new strategies for the college. Prof Shalini Rana and Dr. Jyoti Parihar are committed Alumni .

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

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

To foster pedagogical excellence and global competence among Teachers of the future generations and make them adept in use of sustainable technology for teaching.

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

MISSION

1. This premier institution to be a centre of excellence for Teacher Trainees by equipping them with skills of Teaching and quality enhancement by adopting the latest regulation laid by Regulatory agencies.
2. To develop receptive and open minded Teachers for emerging pedagogies, innovation, gender equity, environment conservation and propagation of rich heritage of the country.
3. To offer skill development programs and value added Courses like Early Childhood Care and Education, Communication and soft skills and proficiency in the use of New Age Technology.
4. To inculcate the sense of camaraderie, compassion and empathy and inculcate values, ethics and democratic attitude along with development of spirit of nationalism.
5. To promote professionalism, progression and problem solving aptitude and offer hand holding in Placement of the trained teachers in the institutions of high repute.

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	View File

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 and achieve 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 education as 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 UT government and managed by Accounts Assistant deputed by the finance department of JK UT Govt. The software JK Payment System provides the common and integrated platform for DDO's to prepare all types of bills for booking of expenditure. Financial transparency is maintained by account assistant along with Purchase, College Development Committee & Advisory for verification and validation of the processes by conducting meetings periodically.

External audit of the college is conducted by a team 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 in accordance 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 nurture and develop Research culture among students and staff and ensuring Eco-friendly environment for saving light energy, etc. Through bare 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 used Zoom, GCR and Wise App for Online teaching. The college has conducted skill development training for its students 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. As per the government's guidelines the college resumed to offline classes on 15th Feb 2022.

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	No File Uploaded
Any other relevant information	No File Uploaded

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 ensure the implementation of plans of the College so 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 institutional plans, for the curricular activities that enhance overall development 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	View File

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	No File Uploaded
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 Library Committee of the college under the supervision and guidance of the college principal, Advisory and HOD's of different departments played a very important role in enriching the college library. Numerous meetings were chaired and subsequently Minutes of Meetings were implemented.

There was one decision related to purchasing of books, relevant in the current context, in a meeting held on 29.12.2021 at 1:30pm. It was decided in the meeting that the Vendors that will offer 20%discount or more (as a policy matter adopted by Cluster University of Jammu) on the purchase of books. A sanctioned amount of Rs 8,00000/- was allocated for the purchase of books and accordingly all the concerned subject teachers were informed to prepare the list of books.

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 employees and students for the betterment of institution. The various schemes include Summer and Winter vacations to both teaching and students, the order is issued by the higher education department which is 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 insurance 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

1

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	View File
Certificate of participation for the claim	View File
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	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
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

20

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 and non-teaching staff. The APR reflects the details of refresher, orient -at ion course/ workshops etc that the teachers attended during a particular period as it is deemed mandatory for promoting in next grade. The stock of teaching performance is computed by reflecting the involvement of the teachers in curricular, co-curricular and extra-curricular activities . The evaluation of courses taught and average number of clock works in a week are computed. Due consideration is given to the evaluation of innovations, for special contributions made by the teachers. The involvement in the

welfare of students and community work is given due weight age for monitoring performance. During appraisal the teacher is given opportunity to pen down any special achievement made by him/her in the field of his/her subject, that can upgrade his/her overall performance.

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 it is strictly followed by the Government College Education Jammu. The college undergoes an external audit conducted by Higher Education department and AG Office. They verify and confirm all finance related documents. Reports of audit is submitted to higher education department and AG Office. In case of query documents are sent to college for clarification. All the process in the college is strictly monitored by the principal. The copies of the audit is 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	No File Uploaded

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.

GCOE, Jammu is administered by Jammu and Kashmir Higher Education Department, Govt. of J&K (UT). The funds for all expenses, salary and infrastructure and other requirements are allotted by J&K HED. An annual budget is proposed through proper channel every year. The Finance Department of J&K Government finally approves and releases the funds. The Chief Accounts Officer/ Financial Advisor allots the funds under different heads. GCOE, Jammu follows the BEAMS pattern i.e. Budget Evaluation and Management System. The allotted funds are used by following all the rules and regulations laid down by J&K HED. The utilization of funds is audited by appointed Audited Agencies of the J&K Govt. The funds are mobilized according to the fee collected by the students. Such funds are termed as Local Funds. These funds are used for the development of the students. Besides minor expenses of the college are met by these funds. Purchasing Committee of the college also ensures proper utilization of funds.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

IQAC of GCOE, Jammu is highly active and dynamic in its approach towards ensuring quality training of teachers for the future students. Besides improvement in infrastructure, embedding technology in teaching, learning and evaluation through Lesson Plan Apps, introduction of skill courses and thrust in research, IQAC has also encouraged outreach activities and cultural activities for the promotion of native culture during the session 2021-22. More transparency, students participation in decision making and exposure to local, national and international issues through seminars, conferences and workshops is also encouraged by IQAC. Focus on Placements and setting a high goal of improving employability according to the current demands of the education sector is also emphasized. Implementation of NEP 2020 for Four Year Integrated Teacher in the upcoming session is also on high priority for IQAC of GCOE Jammu.

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.

The teaching-learning process is periodically reviewed by IQAC. Highly competent and experienced faculty is appointed as B.Ed. and M.Ed. Coordinators for ensuring smooth conduct of theory,

practicum, internship and field visits of students of B. Ed and M.ED. Timely completion of syllabi, Demonstrations, Use of different pedagogies, Powerpoint Presentation, Sessional work, conduct of Viva-Voce, is done under the supervision of IQAC. Suggestions for further improvement are also invited through students. For example the current generation is more comfortable with typing Lesson Plans rather than writing Lesson Plans of 5-6pages, the suggestions of students was accepted and Webinar on Making Lesson Plans on Lesson Plan Apps was held. Later on Students of different Teaching Groups practiced making Lessons on kahoot and Nearpod apps.

Besides timely Academic inspections are also held. Internal and External evaluation is done by following systematic procedure.

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	No File Uploaded

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

5

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	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely

Four of the above

**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	http://gcoedu.in/pdf/Minutes%20of%20Meetin%20IQAC%202021-22.pdf
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	No File Uploaded

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

GCOE Jammu has improved eaps and bounds since the last accreditation. The college has witnessed sea change in terms of infrastructure, teaching technology, curriculem development, expansion of departments etc.

In the first cycle that was from 2004-2009 the college for the first time established IQAC Department. M.Ed. course was introduced in 2005-06. Various computer courses were organised for training the staff into Basic Computer operations.

Second and subsequent Cycles

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

Two years B.Ed Course was introduced. Semester system was introduced later on the college adopted CBCS pattern. The college is now affiliated to Cluster University of Jammu.

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

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 optimally meeting 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, and conference halls are turned off on daily basis by the college chowkidar/security guard soon after college timings are over. In order to create awareness among future teachers regarding energy conservation, various awareness programmes are conducted in and out the college campus viz. Nature Conservation Day, World Ozone Day, Earth Day, Wetland Day and etc.

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 its operations 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 amount 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 attached.

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

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

Three of the above

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

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

Our institution is committed to the maintenance of cleanliness, sanitation and green cover and providing a pollution free healthy environment. A number of cleanliness drives have been conducted in the college campus and in vicinity too . This helps to inculcate in students a sense of cleanliness, hygiene and sanitation.A bye-bye plastic campaign was also organized against the use of plastic to make the students and public aware of the adverse effects of polythene bags on environment, humans and animals. Students were urged to use jute and cloth bags that are eco friendly as compared to polythene ones.NSS unit is dedicated to spread awareness about the health hazards caused by polythene and the need to stop people from using them and instead adopt environmental friendly practices for a sustainable future.Skits related to cleanliness and sanitation are also organized from time to time to make people aware about the importance of a clean, green and a healthy environment.

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

Four of the above

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

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)

0.216

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

Students are the ambassadors who spread awareness about the environment and make the people aware of their responsibilities and tell them how their actions affect the environment.

Our institution puts dedicated efforts in leveraging local environment, locational knowledge and resources, community practices and challenges.

Since the students are the future of this planet, they act as active participants and hence a plantation drive was conducted in the college campus to increase the green cover as well as motivate the students to do the same at their homes and their locality. As far as the community practises are concerned, awareness programmes are organised from time to time in which the local people are taught about the various environmental issues and the steps to tackle these issues. Reduce reuse and recycle are the three main steps on which emphasis is laid during such community participation.

Raksha bandhan programme where the NSS volunteers tie Rakhis to the trees was also organised in the campus to make everyone aware of the fact that the trees also need to be protected and that it is our responsibility to take care of them and ultimately the environment.

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

Best Practices: I

1. Title: Data sharing and accessibility through DELNET

2. Objectives:

1. To provide resource sharing among member libraries by collecting, storing, disseminating information by offering networking services to users.
2. To undertake scientific research in the area of information science and technology, create new systems in the field , apply the results of research and
3. To coordinate efforts for suitable collection, development and reduce unnecessary duplication wherever possible.
4. To maintain a central online union catalogue of library resources of all the participating libraries

3. Context:

In the digital era, the dimensions of library services are changing. As there is enormous growth of information resources, application of ICT in libraries are becoming sophisticated. At the

same time academic, technical and research libraries are needing best and selected content. DELNET under the leadership of Dr Sangeeta Koul, being the Director of the organization are providing networked facilities and virtual services effectively and efficiently to justify the changing trends in access to information. Hence such networked services are provided under a single umbrella of DELNET to collect, store and disseminate information cost effectively which is also need of the hour.

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

Introduction :

The first six year of life are critical years of human life since the rate of development in these years is more rapid than at any other stage of development. Global brain research also informs us about the significance of early years for brain development. Early Childhood Care and Education (ECCE) makes a positive contribution to children's long term development and learning by facilitating an enabling and stimulating environment in these foundation stages of lifelong learning. Govt.College of Education is the only Govt. institution that provides teacher training programmes and prepares students for teaching in different educational institutions. In order to cater the first stage of development i.e. infancy, this institution has the vision to initiate the proposed programme. Early Childhood Care and education aims to provide holistic development by providing a healthy and happy environment to the beginners. This programme aims to nurture the children for the mental and physical development and to prepare them for schooling with the right attitude and habits.

Major milestones: To start this programme few milestones have been achieved like designing of Curriculum framework, required infrastructure and a proposal has been also sent to UGC for approval and financial assistance (Sanction is pending).

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