

A. Profile of the Institution

1. Name and address of the institution: Dogra College of Education
Maluk Bhawan, Bassi Kalan, Bari
Brahamana, Distt: Samba
2. Website [URL:-](http://www.dogracollegeofeducation.com) www.dogracollegeofeducation.com
3. For communication:

Office

Name	Telephone Number with STD Code	Fax No	E-Mail Address
Prof. B.D. Damral Principal	01923-220600	01923-220893	Principal.dogracollege@gmail.com
Mrs. Shefali Sharma Vice-Principal	01923-220129	01923-220893	Principal.dogracollege@gmail.com
Mrs. Shefali Sharma Self - appraisal Co-ordinator	01923-220129	01923-220893	Sharmashefali38@gmail.com

Residence

Name	Telephone Number with STD Code	Mobile Number
Prof. B.D. Damral Principal		9469213543
Mrs. Shefali Sharma Vice-Principal		9018251003
Mrs. Shefali Sharma Self - appraisal Co-ordinator		9018251003

4. Location of the Institution:

Urban

Semi-urban

Rural

Tribal

Any other (specify and indicate)

5. Campus area in acres:

6. Is it a recognized minority institution?

Yes

No

7. Date of establishment of the institution:

Month & Year

MM	YYYY
September	1994

8. University/Board to which the institution is affiliated:

9. Details of UGC recognition under sections 2(f) and 12(B) of the UGC Act.

Month & Year

2f

MM	YYYY
Jan	2009

Month & Year

12B

MM	YYYY
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10. Type of Institution

a. By funding

i. Government

ii. Grant-in-aid

iii. Constituent

iv. Self-financed

v. Any other (specify and indicate)

b. By Gender

- i. Only for Men
- ii. Only for Women
- iii. Co-education

c. By Nature

- i. University Dept.
- ii. IASE
- iii. Autonomous College
- iv. Affiliated College

v. Constituent College

vi. Deptt. of Education of Composite
College

vii. CTE

Viii. Any other (specify and indicate)

11. Does the University / State Education Act have provision for autonomy?

Yes No

If yes, has the institution applied for autonomy?

Yes No

12. Details of Teacher Education programmes offered by the institution:

Sl. No.	Level	Programme / Course	Entry Qualification	Nature of Award	Duration	Medium of instruction
i)	Pre-primary			Certificate		
				Diploma		
				Degree		
ii)	Primary/			Certificate		

Re- Accreditation Report (RAR)

	Elementary			Diploma		
				Degree		
iii)	Secondary/ Sr. secondary			Certificate		
				Diploma		
				Degree		
iv.	Post			Diploma		
	Graduate			Degree		
v.				Certificate		
	Other (specify)	B.Ed	Graduate	Degree	One Year	English/Hindi
				Diploma		

(Additional rows may be inserted as per requirement)

13. Give details of NCTE recognition (for each programme mentioned in Q.12 above)

Level	Programme	Order No. & Date	Valid upto	Sanctioned Intake
Pre-primary				
Primary/Elementary				
Secondary/ Sr.secondary				
Post Graduate				
Other (specify)	B.Ed. NCTE Act not applicable in state of J&K.			

(Additional rows may be inserted as per requirement)

B) Criterion-wise inputs

Criterion I: Curricular Aspects

1. Does the Institution have a stated Vision

Yes	✓	No	
Yes	✓	No	

Mission

Yes	✓	No	
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Values

Yes	✓	No	
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Objectives

2. a) Does the institution offer self-financed programme(s)?

Yes	✓	No	
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If yes,

a) How many programmes?

B.Ed

b) Fee charged per programme

Rs. 32,395/-

3. Are there programmes with semester system

NO

4. Is the institution representing/participating in the curriculum development/ revision processes of the regulatory bodies?

Yes		No	✓
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If yes, how many faculty are on the various curriculum development/vision committees/boards of universities/regulating authority.

NA

5. Number of methods/elective options (programme wise)

D.Ed.

11/9

B.Ed.

M.Ed. (Full Time)

--

M.Ed. (Part Time)

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Any other (specify and indicate)

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6. Are there Programmes offered in modular form

Yes		No	✓
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Number	
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7. Are there Programmes where assessment of teachers by the students has been introduced

Yes	✓	No	
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Number	01
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8. Are there Programmes with faculty exchange/visiting faculty

Yes	✓	No	
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Number	01
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9. Is there any mechanism to obtain feedback on the curricular aspects from the

- Heads of practice teaching schools
- Academic peers
- Alumni
- Students
- Employers

Yes	✓	No	
Yes		No	✓
Yes		No	✓
Yes	✓	No	
Yes		No	✓

10. How long does it take for the institution to introduce a new programme within the existing system?

02 years

11. Has the institution introduced any new courses in teacher education during the last three years?

Yes		No	✓
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Number	Nil
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12. Are there courses in which major syllabus revision was done during the last five years?

Yes		No	✓
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Number	Nil
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13. Does the institution develop and deploy action plans for effective implementation of the curriculum?

Yes No

14. Does the institution encourage the faculty to prepare course outlines?

Yes No

Criterion II: Teaching-Learning and Evaluation

1. How are students selected for admission into various courses?

- a) Through an entrance test developed by the institution
 - b) Common entrance test conducted by the University/Government
 - c) Through an interview
 - d) Entrance test and interview
 - e) Merit at the qualifying examination
 - f) Any other (specify and indicate)
- (If more than one method is followed, kindly specify the weightages)*

2. Furnish the following information (for the previous academic year):

a) Date of start of the academic year	05-11-2012
b) Date of last admission	31-08-2012
c) Date of closing of the academic year	10-08-2013
d) Total teaching days	170
e) Total working days	195

3. Total number of students admitted

Programme	Number of students			Reserved			Open		
	M	F	Total	M	F	Total	M	F	Total
D.Ed.									
B.Ed.	27	237	264	13	102	115	14	135	149
M.Ed. (Full Time)									
M.Ed. (Part Time)									

4. Are there any overseas students?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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If yes, how many?

NA

5. What is the 'unit cost' of teacher education programme? (Unit cost = total annual recurring expenditure divided by the number of students/ trainees enrolled).

a) Unit cost excluding salary component

b) Unit cost including salary component

(Please provide the unit cost for each of the programme offered by the institution as detailed at **Question 12** of profile of the institution)

6. Highest and Lowest percentage of marks at the qualifying examination considered for admission during the previous academic session

Programmes	Open		Reserved	
	Highest (%)	Lowest (%)	Highest (%)	Lowest (%)
D.Ed.				
B.Ed.	77.11	44.79	65.6	39.78
M.Ed. (Full Time)				
M.Ed. (Part Time)				

7. Is there a provision for assessing students' knowledge and skills for the programme (after admission)?

Yes

No

8. Does the institution develop its academic calendar?

Yes

No

9. Time allotted (in percentage)

Programmes	Theory	Practice Teaching	Practicum
D.Ed.			
B.Ed.	75%	20%	05%
M.Ed. (Full Time)			
M.Ed. (Part Time)			

10. Pre-practice teaching at the institution

a) Number of pre-practice teaching days

Ten

b) Minimum number of pre-practice teaching

Fifteen

lessons given by each student

11. Practice Teaching at School

a) Number of schools identified for practice teaching

Fourteen

b) Total number of practice teaching days

Twenty

c) Minimum number of practice teaching lessons given by each student

Twenty Two

12. How many lessons are given by the student teachers in simulation and pre-practice teaching in classroom situations?

No. of Lessons In simulation	No. 15	No. of Lessons Pre-practice teaching	No. 15
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13. Is the scheme of evaluation made known to students at the beginning of the academic session?

Yes No

14. Does the institution provide for continuous evaluation?

Yes No

15. Weightage (in percentage) given to internal and external evaluation

Programmes	Internal	External
D.Ed.		
B.Ed.	Theory 20% Practice of Teaching 50%	Theory 80 % Practice of Teaching 50%
M.Ed. (Full Time)		
M.Ed. (Part Time)		

16. Examinations

a) Number of sessional tests held for each paper

b) Number of assignments for each paper

17. Access to ICT (Information and Communication Technology) and technology.

	Yes	No
Computers	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Intranet	✓	
Internet	✓	
Software / courseware (CDs)	✓	
Audio resources	✓	
Video resources	✓	
Teaching Aids and other related materials	✓	
Any other (specify and indicate)	Multimedia overhead projector	

18. Are there courses with ICT enabled teaching-learning process?

Yes	✓	No	
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Number	01
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19. Does the institution offer computer science as a subject?

Yes	✓	No	
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If yes, is it offered as a compulsory or optional paper?

Compulsory Optional

Criterion III: Research, Consultancy and Extension

1. Number of teachers with Ph. D and their percentage to the total faculty strength

Number	Nil		%
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2. Does the Institution have ongoing research projects?

Yes		No	✓
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If yes, provide the following details on the ongoing research projects

Funding agency	Amount (Rs)	Duration (years)	Collaboration, if any

(Additional rows/columns may be inserted as per the requirement)

3. Number of completed research projects during last three years.

Nil

4. How does the institution motivate its teachers to take up research in education? (Mark ✓ for positive response and X for negative response)

- Teachers are given study leave
- Teachers are provided with seed money
- Adjustment in teaching schedule
- Providing secretarial support and other facilities
- Any other specify and indicate

x
x
✓
✓
x

5. Does the institution provide financial support to research scholars?

Yes No

6. Number of research degrees awarded during the last 5 years.

a. Ph.D.

b. M.Phil.

7. Does the institution support student research projects (UG & PG)?

Yes No

8. Details of the Publications by the faculty (Last five years)

Yes No Number

International journals			
National journals – referred papers	✓		6
Non referred papers			
Academic articles in reputed magazines/news papers	✓		4
Books		✓	
Any other (specify and indicate)		✓	

9. Are there awards, recognition, patents etc received by the faculty?

Yes No

Number

10. Number of papers presented by the faculty and students (during last five years):

	Faculty	Students
National seminars	<input type="text" value="16"/>	<input type="text" value="04"/>
International seminars	<input type="text"/>	<input type="text"/>
Any other academic forum	<input type="text" value="04"/>	<input type="text"/>

11. What types of instructional materials have been developed by the institution?
(Mark `✓' for yes and `X' for No.)

Self-instructional materials	<input checked="" type="checkbox"/>
Print materials	<input checked="" type="checkbox"/>
Non-print materials (e.g. Teaching Aids/audio-visual, multimedia, etc.)	<input checked="" type="checkbox"/>
Digitalized (Computer aided instructional materials)	<input checked="" type="checkbox"/>
Question bank	<input checked="" type="checkbox"/>
Any other (specify and indicate)	<input type="checkbox"/>

12. Does the institution have a designated person for extension activities?

Yes No

If yes, indicate the nature of the post.

Full-time Part-time Additional charge

13. Are there NSS and NCC programmes in the institution?

Yes No

14. Are there any other outreach programmes provided by the institution?

Yes No

15. Number of other curricular/co-curricular meets organized by other academic agencies/NGOs on Campus

Yes

16. Does the institution provide consultancy services?

Yes No

In case of paid consultancy what is the net amount generated during last three years.

NA

17. Does the institution have networking/linkage with other institutions/ organizations?

Local level	✓
State level	
National level	
International level	

Criterion IV: Infrastructure and Learning Resources

1. Built-up Area (in sq. mts.)

2020 Sq.mts.

2. Are the following laboratories been established as per NCTE Norms?

a) Methods lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
b) Psychology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
c) Science Lab(s)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
d) Education Technology lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
e) Computer lab	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
f) Workshop for preparing teaching aids	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

3. How many Computer terminals are available with the institution?

25

4. What is the Budget allotted for computers (purchase and maintenance) during the previous academic year?

Rs 32630

5. What is the Amount spent on maintenance of computer facilities during the previous academic year?

Rs. 28375

6. What is the Amount spent on maintenance and upgrading of laboratory facilities during the previous academic year?

NIL

7. What is the Budget allocated for campus expansion (building) and upkeep for the current academic session/financial year?

Rs 330050

8. Has the institution developed computer-aided learning packages?

Yes No

9. Total number of posts sanctioned Open Reserved

	M	F	M	F
Teaching	04	12	-----	-----
Non-teaching	05	04	01	04

10. Total number of posts vacant Open Reserved

	M	F	M	F
Teaching	---	---		
Non-teaching				

11. a. Number of regular and permanent teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	1	7		
Readers				
Professors				

b. Number of temporary/ad-hoc/part-time teachers (Gender-wise)

	Open		Reserved	
	M	F	M	F
Lecturers	3	5		
Readers				
Professors				

c. Number of teachers from Same state	16
Other states	

12. Teacher student ratio (program-wise)

Programme	Teacher student ratio
D.Ed.	
B.Ed.	1:20
M.Ed. (Full Time)	
M.Ed. (Part Time)	

13. a. Non-teaching staff

	Open		Reserved	
	M	F	M	F
Permanent				
Temporary	5	3	1	4

b. Technical Assistants

	Open		Reserved	
	M	F	M	F
Permanent				
		1		

Temporary

14. Ratio of Teaching – non-teaching staff

1:1

15. Amount spent on the salaries of teaching faculty during the previous academic session (% of total expenditure)

22%

16. Is there an advisory committee for the library?

Yes No

17. Working hours of the Library

On working days	6 hours
On holidays	6 hours
During examinations	8 hours

18. Does the library have an Open access facility

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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19. Total collection of the following in the library

a. Books	4919
- Textbooks	4407
- Reference books	512
b. Magazines	9
e. Journals subscribed	10
- Indian journals	
- Foreign journals	
f. Peer reviewed journals	
g. Back volumes of journals	305
h. E-information resources	
- Online journals/e-journals	
- CDs/ DVDs	44/NIL
- Databases	

- Video Cassettes

- Audio Cassettes

20. Mention the

Total carpet area of the Library (in sq. mts.)

107 sq.mts.

Seating capacity of the Reading room

65

21. Status of automation of Library

Yet to intimate

Partially automated

Fully automated

22. Which of the following services/facilities are provided in the library?

Circulation

Clipping

Bibliographic compilation

Reference

Information display and notification

Book Bank

Photocopying

Computer and Printer

Internet

Online access facility

Inter-library borrowing

Power back up

User orientation /information literacy

Any other (please specify and indicate)

23. Are students allowed to retain books for examinations?

Yes	✓	No	
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24. Furnish information on the following

Average number of books issued/returned per day

13/13

Maximum number of days books are permitted to be retained

by students

7 days

by faculty

1 Month

Maximum number of books permitted for issue

for student

2

for faculty

6

Average number of users who visited/consulted per month

300

Ratio of library books (excluding textbooks and book bank

facility)to the number of students enrolled

15:1

25. What is the percentage of library budget in relation to total budget of the institution

1 %

26. Provide the number of books/ journals/ periodicals that have been added to the library during the last three years and their cost.

	2010-11		2011-12		2012-13	
	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)	Number	Total cost (in Rs.)
Text books	248	51263	123	48694	140	48000
Other books						
Journals/ Periodicals	9/17	2360/12796	13/17	4505/12460	11/17	4795/14019
Any others specify and indicate (Binding of	150	2400	150	7050	100	10950

books & journals)						
(Additional rows/columns may be inserted as per requirement)						

Criterion V: Student Support and Progression

1. Programme wise “dropout rate” for the last three batches

Programmes	2010-11	2011-12	2012-13
D.Ed.			
B.Ed.	3	4	4
M.Ed. (Full Time)			
M.Ed. (Part Time)			

2. Does the Institution have the tutor-ward/or any similar mentoring system?

Yes	✓	No	
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If yes, how many students are under the care of a mentor/tutor?

26

3. Does the institution offer Remedial instruction?

Yes	✓	No	
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4. Does the institution offer Bridge courses?

Yes		No	✓
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5. Examination Results during past three years (provide year wise data)

	UG			PG			M. Phil		
	2010-11	2011-12	2012-13	I	II	III	I	II	III
Pass percentage	72.6	72.6	81.4						
Number of first classes	126	20	12						
Number of distinctions									

Exemplary performances (Gold Medal and university ranks)									
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6. Number of students who have passed competitive examinations during the last three years (provide year wise data)

	I	II	III
NET	--	-	-
SLET/SET	-	-	-
Any other (specify and indicate)			

7. Mention the number of students who have received financial aid during the past three years.

Financial Aid	2010-11	2011-12	2012-13
Merit Scholarship	61	76	79
Merit-cum-means scholarship			
Fee concession			
Loan facilities			
Any other specify and indicate			

(Additional rows may be inserted as per requirement)

8. Is there a Health Centre available in the campus of the institution?

Yes		No	✓
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9. Does the institution provide Residential accommodation for:

Faculty	Yes		No	✓
Non-teaching staff	Yes	✓	No	

10. Does the institution provide Hostel facility for its students?

Yes	✓	No	
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If yes, number of students residing in hostels

Men

Women

11. Does the institution provide indoor and outdoor sports facilities?

Sports fields	Yes	✓	No	
Indoor sports facilities	Yes	✓	No	
Gymnasium	Yes		No	✓

12. Availability of rest rooms for Women

Yes	✓	No	
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13. Availability of rest rooms for men

Yes	✓	No	
-----	---	----	--

14. Is there transport facility available?

Yes	✓	No	
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15. Does the Institution obtain feedback from students on their campus experience?

Yes	✓	No	
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16. Give information on the Cultural Events (Last year data) in which the institution participated/organised.

	Organised			Participated		
	Yes	No	Number	Yes	No	Number
Inter-collegiate						
Inter-university						
National						

Any other (specify and indicate)	✓		02	✓		02
1 Identify your Talent.						
2 N.S.S. Cultural Programe						

(Excluding college day celebration)

17. Give details of the participation of students during the past year at the university, state, regional, national and international sports meets.

	Participation of students (Numbers)	Outcome (Medal achievers)
State	Nil	
Regional	Nil	
National	Nil	
International	Nil	

18. Does the institution have an active Alumni Association?

Yes	✓	No	
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If yes, give the year of establishment

2009

19. Does the institution have a Student Association/Council?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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20. Does the institution regularly publish a college magazine?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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21. Does the institution publish its updated prospectus annually?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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22. Give the details on the progression of the students to employment/further study (Give percentage) for last three years

	Year 1 (%)	Year 2 (%)	Year 3 (%)
Higher studies	No official Records Kept		
Employment (Total)			
Teaching Non teaching			

23. Is there a placement cell in the institution?

Yes

No

If yes, how many students were employed through placement cell during the past three years.

2010-11	2011-12	2012-13
3	9	8

24. Does the institution provide the following guidance and counselling services to students?

Yes No

- Academic guidance and Counseling
- Personal Counseling
- Career Counseling

✓	<input type="checkbox"/>
✓	<input type="checkbox"/>
✓	<input type="checkbox"/>

Criterion VI: Governance and Leadership

1. Does the institution have a functional Internal Quality Assurance Cell (IQAC) or any other similar body/committee

Yes No

2. Frequency of meetings of Academic and Administrative Bodies: (last year)

Governing Body/management	Twice a year
Staff council	Quarterly
IQAC/or any other similar body/committee	Monthly
Internal Administrative Bodies contributing to quality improvement of the institutional processes. (mention only for three most important bodies)	Monthly

3. What are the Welfare Schemes available for the teaching and non-teaching staff of the institution?

Loan facility	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Medical assistance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Insurance	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Other (specify and indicate)	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. Number of career development programmes made available for non-teaching staff during the last three years

2010-11 2011-12 2012-13

01	01	01
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5. Furnish the following details for the past three years

a. Number of teachers who have availed the Faculty Improvement

Program of the UGC/NCTE or any other recognized

organisation

Nil

b. Number of teachers who were sponsored for professional development programmes by the institution

National

Nil

International

Nil

c. Number of faculty development programmes organized by the Institution:

Nil

d. Number of Seminars/ workshops/symposium on Curricular development,

Teaching- learning, Assessment, etc. organised by the institution

3 Seminar	7 Workshop	3 Symposium
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For the past three years

e. Research development programmes attended by the faculty

-	-	-
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f. Invited/endowment lectures at the institution

2010-11 2011-12 2012-13

3	3	1
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Any other area (specify the programme and indicate)

-	-	-
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6. How does the institution monitor the performance of the teaching and non-teaching staff?

a. Self-appraisal	Yes	✓	No	
b. Student assessment of faculty performance	Yes	✓	No	
c. Expert assessment of faculty performance	Yes	✓	No	
d. Combination of one or more of the above	Yes	✓	No	
e. Any other (specify and indicate)	Yes		No	✓

7. Are the faculty assigned additional administrative work?

Yes	✓	No	
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If yes, give the number of hours spent by the faculty per week

36hrs

8. Provide the income received under various heads of the account by the institution for previous academic session

Grant-in-aid	
Fees	Rs. 8420880/-
Donation	
Self-funded courses	
Any other (specify and indicate)	

9. Expenditure statement (for last two years)

	Year 1	Year2
Total sanctioned Budget		
% spent on the salary of faculty	20%	25%
% spent on the salary of non-teaching employees	04%	05%
% spent on books and journals	05%	07%

% spent on developmental activities (expansion of building)	10%	15%
% spent on telephone, electricity and water	05%	07%
% spent on maintenance of building, sports facilities, hostels, residential complex and student amenities, etc.	10%	
% spent on maintenance of equipment, teaching aids, contingency etc.	05%	
% spent on research and scholarship (seminars, conferences, faculty development programs, faculty exchange, etc.)	Nil	
% spent on travel	02%	
Any other (specify and indicate)		
Total expenditure incurred	748228	67%

10. Specify the institutions surplus/deficit budget during the last three years? (specify the amount in the applicable boxes given below)

Surplus in Rs.	Deficit in Rs.
3615606/-	
3877115/-	
798602/-	

11. Is there an internal financial audit mechanism?

Yes No

12. Is there an external financial audit mechanism?

Yes No

13. ICT/Technology supported activities/units of the institution:

Administration	Yes	✓	No	
Finance	Yes	✓	No	
Student Records	Yes	✓	No	
Career Counselling	Yes	✓	No	
Aptitude Testing	Yes	✓	No	
Examinations/Evaluation/ Assessment	Yes	✓	No	
Any other (specify and indicate)	Yes	✓	No	

14. Does the institution have an efficient internal co-ordinating and monitoring mechanism?

Yes No

15. Does the institution have an inbuilt mechanism to check the work efficiency of the non-teaching staff?

Yes No

16. Are all the decisions taken by the institution during the last three years approved by a competent authority?

Yes No

17. Does the institution have the freedom and the resources to appoint and pay temporary/ ad hoc / guest teaching staff?

Yes No

18. Is a grievance redressal mechanism in vogue in the institution?

Dogra College of

a) for teachers

b) for students

c) for non - teaching staff

19. Are there any ongoing legal disputes pertaining to the institution?

Yes

No

20. Has the institution adopted any mechanism/process for internal academic audit/quality checks?

Yes

No

21. Is the institution sensitised to modern managerial concepts such as strategic planning, teamwork, decision-making, computerisation and TQM?

Yes

No

Criterion VII: Innovative Practices

1. Does the institution has an established Internal Quality Assurance Mechanisms ?

Yes

No

2. Do students participate in the Quality Enhancement of the Institution?

Yes

No

3. What is the percentage of the following student categories in the institution?

	Category	Men	%	Women	%
a	SC	2	0.75	50	18.9
b	ST	3	1.13	5	1.89
c	OBC	8	3.03	46	17.42

d	Physically challenged	-		01	0.37
e	General Category	14	5.30	135	51.13
f	Rural	25	0.75	225	4.54
g	Urban	2	9.46	12	85.22
h	Any other (specify)				

4. What is the percentage of the staff in the following category ?

	Category	Teaching staff	%	Non-teaching staff	%
a	SC			5	36%
b	ST				
c	OBC				
d	Women	12	75%	08	57%
e	Physically challenged				
f	General Category	16	100%	09	64%
g	Any other (specify)				

5. What is the percentage incremental academic growth of the students for the last two batches?

Re- Accreditation Report (RAR)

Category	At Admission		On completion of the course	
	Batch I	Batch II	Batch I	Batch II
SC	24.6%	18.56%	24.6%	18.56%
ST	2.2%	1.49%	2.2%	1.49%
OBC	11.5%	13.47%	11.5%	13.47%
Physically challenged	0.32%	----	0.32%	----
General Category	61.21%	66.47%	61.21%	66.47%
Rural	41.02%	39.8%	41.02%	39.8%
Urban	5.44%	6.2%	5.44%	6.2%
Any other (specify)				

Part – II: THE EVALUATIVE REPORT

1. Executive Summary:

Institutional Environment

The Dogra College of Education is a premier institution with work ethics, dedication & reputation for value based quality education. Dogra College of Education, baptized in the memory of Dogra heroes, is a living testimony to the commitment of Dogra Educational Trust, in the spread of education in the region. Dogra College of Education was established in October, 1994 in the newly built accommodation in the premises of Dogra Higher Secondary School, Shastri Nagar, Jammu. The college has made its mark as one of the leading educational institutions of Jammu & Kashmir state. The college was shifted to the new campus on December 18, 1997 after its formal inauguration. The present campus of Dogra College of Education was inaugurated on 18th December, 1997 by Dr. Farooq Abdullah, Hon'ble Chief Minister of J&k state at that time. The permission for establishment of the college was obtained from govt. of J&K vide letter No: Edu/DA/86/94dt:- 28/41994. The University of Jammu granted affiliation to the college for running one year professional course of B.Ed vide letter No. Affilitation/94-9/2757-2800 dt 25th sept 1994. Besides being recognized by the govt. of J&K and affiliated to the University of Jammu, it is also ISO 9001:2008 certified, NAAC Accredited and recognized by the UGC, under section 2(f) of the UGC Act 1956. NCTE Act of 1993 does not apply to the state of Jammu and Kashmir. Hence The institution does not have to seek recognition for its teacher education programmes from NCTE.

The Present campus of Dogra College of Education, inaugurated in December 1997, is situated in Bassi Kalan, near the township of Bari Brahmana, 13 km to the South of Jammu city. It is located on the motorable link road that connects Jammu – Pathankot National Highway (NH – 1A) in the North – with the Bishnah road on the South. An irrigation canal fringes the campus in the East while lush green fields extend in the West as far the eyes can see. In a pollution free atmosphere, marked by peace and tranquility and away from the din and roar of the vehicular traffic, it has an ideal setting for a temple of learning. The campus of Dogra College of Education extends over an area of 40 Kanals of land. The main building is constructed on a Plinth area of 10925 Sq. Ft.

Regulatory Bodies:

Affiliated Colleges in J&K are administered by the Govt. or managed by private agencies and are regulated by **(i)** State Govt., **(ii)** University to which it is affiliated and **(iii)** Managing Committee. Government as a regulatory body is mainly concerned with granting permission for setting up of an institution. In addition it conducts administrative inspections which include constant monitoring mechanism as well as quality assurance to ensure better quality of Higher Education. It also checks that the institution meets infrastructure requirements and manpower requirements before granting permission. University as a regulatory body is concerned with admission process, faculty selection, development of course of studies, conduct of examinations, award of degrees & conduct of inspection. University of Jammu has granted affiliation to Dogra College of Education w.e.f. the Year 1994. It regulates the admission process which is centralized with the University of Jammu and the students are given admission in the College after their admission is approved by the same. It also has

a selection process for the recruitment of faculty. The faculty is selected through the panel of Selection Committee duly constituted by the University for the purpose. The fixation of the course of studies / the curriculum development rests with the University as it decides the course of studies for the B.Ed. course. In addition, the University constitutes inspection committees to conduct inspection of Academics as well as infrastructure to ensure better quality of education and facilities to the students. The annual examinations are also conducted by the University and the students are awarded degrees in the name of the “University of Jammu”.

As per the University Statutes governing affiliation and recognition of Colleges & institutions, every affiliated college / institute not maintained by the Government is to be properly maintained by the Managing Committee comprising of a Chairman & eight Members. Dogra College of Education has its Managing Committee comprising of the Chairman, DET (Dogra Educational Trust) Th. Gulchain Singh Charak, two nominees of the Chairman -Kr. Samardev Singh Charak (secretary DET) and Sh.Puneet Kohli Advocate, one member of the syndicate nominated by the Vice Chancellor – Prof. Gita Sumbali (HOD, Deptt. of Botany, University of Jammu), One member nominee of the Vice-Chancellor Prof. Kulwant Kour (Deptt of Political Science, University of Jammu) one experienced person in educational administration nominated by the Vice-Chancellor --- Prof. Desh Bandhu (Director colleges development council University of Jammu), expert from the field of educational administration. one teacher of the college nominated by the Chairman, Mrs. Shefali Sharma , Vice-Principal of the College, Prof. B.D. Damral member secretary Principal - Dogra College of Education. The Managing Committee handles human resource

management, time table management and management of administrative and allied activities. Human Resource Management is largely associated with the development of human resources which aims at developing competencies and capabilities of the personnel working in the institution, their recruitment and placement policy, performance & potential level of the employees, preparation of performance appraisal, identification and management of the personal efficacy of the individual, dynamism in the decision making process, supervisory characteristics and other specific managerial skills like motivation & collaboration. Besides, it helps in defining as well as fixing the weekly work load of the faculty members. The administrative and allied activities include admission process, conduct of terminal tests, evaluating students' performance, organizing curricular & co-curricular activities & extension activities. The Managing Committee guides in all such activities which help the institution to achieve its objectives and promote quality education through continuous effort, conviction & commitment. Besides these three regulatory bodies, the College has a Trust – Dogra Educational Trust (DET) which came into existence on 26th of August, 1995 with the sole objective to set and carry on the work of educational institutions coming under DET. The objective of DET is to develop the physical, intellectual, social, emotional and moral qualities of the students so as to make them good citizens and thus is reflected in the objectives of Dogra College of Education.

Practising Schools:

The College has identified 14-16 schools (govt. & private) for arranging practice of teaching classes for the students during macro-practice phase for every session. The Practice of Teaching consists of 300 marks, out of which 150 marks are awarded by the external examiner and remaining 150 marks by the

internal examiner. The College after taking permission from the CEO / ZEO seeks permission from the concerned schools where the students in groups are sent for practice of teaching along with their Supervisors. In addition to delivering lessons, the students have to complete the internship which includes conducting of morning assembly, taking of attendance, maintaining attendance registers, conducting co-curricular activities, framing time-table, issuing transfer certificates, maintaining log books, writing notices & letters to the parents, observing lessons of the teachers of the school and other activities pertaining to the efficient working of the institution. Here the heads of the institutions assess the efficiency and capabilities of the pupil teachers and ensure their placement in their institutions after the completion of their course. The College after the completion of its final practice of teaching donates the teaching aids prepared by the students to the practising schools which can be used by their teachers to teach the students more effectively and this gesture / act is appreciated by all the schools undertaken for practice of teaching.

Community Relations:

It has also been realized that educational institutions have a great responsibility and commitment to society as a whole. The recognition has grown in view of the realization that community supports the institution which provides education at a considerable cost to itself. Colleges are also a major resource in the community which can be utilized for the latter's betterment and these must develop close relationship with the community for mutual service. Dogra College of Education organizes extension activities under NSS programme and other such activities which are usually built around the unattended areas, villages or rural environment, where in community members / parents are invited. In addition

these are also invited to attend the annual function of the College, sports meets and other awareness programmes.

Challenges Faced:

The intake capacity of students for the first session i.e. 1994 – 95 was 80 which has now been increased to 334 for the session 2013-14. Thus four times increase in enrollment has been registered. The major challenge before the institution at its very setup was to ensure quality education and to produce better end-products. For this the College has developed its infrastructure in the present form with almost every facility for the students right from Library to Laboratory, Open Auditorium to Multipurpose Halls, Computer Lab. to Educational Lab., Canteen to Transport Facility and Hostel facility both for boys & girls within the College campus. For quality assurance, the College has developed working mechanism for effective teaching-learning process. To put on record, the College has secured top ranks in the annual examinations with more than 10 top positions twice in the year 2006-07. Also the student of the college Ms. Richa Diwan, University Roll No:- 3801 secured topmost rank (1st Position) in the annual examinations conducted by the University of Jammu (1st position has been secured out of 20812 candidates and out of 65 Colleges of Education). The major challenge now ahead is to maintain these results to further ensure better quality education and to further develop better infrastructure. The management and faculty is working hard with sincerity in this direction.

Criterion I : Curricular Aspects

1.1 Curricular Design and development

1.1.1 State the objectives of the institution and the major considerations addressed by them? (Intellectual, Academic, Training, Access to the Disadvantaged, Equity, Self development, Community and National Development, Issue of ecology and environment, Value Orientation, Employment, Global trends and demands, etc.)

Dogra College of Education has its clear, distinct and community oriented Objectives. The prime objective of the institute is to develop a system of education based on Indian value system keeping pace with technological advancements. To translate the mission and vision of the college into reality, the objectives of the institute are:

- To spread knowledge through professional academic programmes of contemporary education system supported by the best administrative practices.
- To promote quality education through continuous efforts, conviction and commitment.
- To lead as the most reliable institution providing most competitive education delivery system using A.V. Aids.
- To ensure better attendance percentage throughout the session.
- To guide, conserve and develop precious human resources and values in multifarious spheres of activity so that the students develop as responsible citizens.
- To act as an experimental institution for which emphasis is to be laid on experimentation so as to make the teaching learning process more effective and also inculcate scientific attitude among students – to meet the global trends and demands.
- To improve the results of the College by providing extra-guidance, arranging tutorials, giving tests, arranging special classes for weak students and by providing the students the best books in the library and to provide the equal opportunities of education.

- To empower women and to help children of the deprived sections of the society through different social outreach programmes so as to make them self-sufficient and help in community and national development

The objectives of the institution address the following major considerations:

INTELLECTUAL, ACADEMIC AND TRAINING

The institution has vital action plans for this purpose; the college encourages the teacher educators and teacher trainees to enrich knowledge through interactions, conducting of debates, paper presentations, seminars, maximizing use of library studies during leisure, solving the academic problems of teacher trainees by individualizing the instructional strategies and above all friendly behavior which encourages in academic excellence during teaching learning process. Teacher trainees are involved in various practical works like workshops on preparation of teaching aids, power point presentations, and OHP transparencies .Demonstration lessons are being conducted. In simulation conditions, teacher trainees are being trained to take up the teaching in real classroom situations in the practicing schools. Enlightened and qualified faculty members consider the individual differences of the teacher trainees and educate them accordingly. Individualized care, effective methodology, experience enriched co-curricular practices, using ICT equipment and professionally sound faculty ensure the development of intellect and best academic and training practices.

EQUITY AND ACCESS TO THE DISADVANTAGED

The opportunities to participate in various academic and curricular activities are equally accessible to the teachers trainees. The grouping during teaching practice and tutorial provision for personal attention of the student teachers is observed. So it is assured that all the student teachers are equal by denying the differences of religion, language, region, gender and caste.

SELF DEVELOPMENT

The objectives of the institution have a thrust upon the self development of student teachers and teacher educators in terms of knowledge, skill, competence, attitude, professional growth, value

inculcation and social cohesion. All curricular, co-curricular and extension activities are conducted with a view to encourage self development of the students.

COMMUNITY AND NATIONAL DEVELOPMENT

The professionally competent and value oriented teachers are instrumental to the community and national development. Institution's concern about the welfare of the community and nation is exhibited in its NSS activities, extension services, teaching practice and teacher-training techniques.

ISSUE OF ECOLOGY AND ENVIRONMENT

The institution adopts the sustainable development approach for the issues of ecology and environment. The environmental club of the college sensitizes the teacher trainees about environment related issues. One of the optional paper on 'Environmental Education' in theory is also opted by teacher trainees in large number. The NSS unit of the college also takes initiative to organize activities like seminars, inter-class and inter-college competitions and campaigns about conservation of environment to spread awareness about ecology and environment among masses.

VALUE ORIENTATION

Values are both taught and caught in this institution. During Morning assembly, short talks on Values like truth, beauty, goodness, co-operation, honesty, dignity for manual labor, team work, social service, conservation of ecology and environment, respect for all religions, languages etc. is a regular feature .

EMPLOYMENT

The institution provides training in all communication skills, teaching skills, handling of ICT equipments in an efficient manner which ensures the employability of the student-teachers. Mock interviews and preparation of bio data like activities are undertaken by the placement cell.

GLOBAL TRENDS AND DEMANDS

The explosion of knowledge, use of ICT in curriculum transaction and crisis of values are the global issues in education. The institution works for the global trends and demands.

1.1.2 Specify the various steps in the curricular development processes. (Need assessment, development of information database pertaining to the feedback from faculty, students, alumni, employers and academic experts, and formalizing the decisions in statutory (academic bodies)).

The institution is affiliated to University of Jammu. The curriculum for the B.Ed. Course in Jammu University is developed by the concerned Board of Studies and is divided into units and sub-units. The students have flexibility in terms of their choice of optional paper and papers of teaching subject though they do not have any choice in selecting their compulsory subjects. Although the institute has no direct influence in curriculum development yet the college puts forward its suggestions to the university for making amendments & improvements; feedback and suggestions about the existing curriculum of the Course are invited from all the faculty members, members of Alumni Association, teachers trainees of current session, teachers & Heads of practice teaching schools and academic experts; the suggestions are recommended to Dean, Faculty of Education, for amendments/modifications in the curriculum.

1.1.3 How are the global trends in teacher education reflected in the curriculum and existing courses modified to meet the emerging needs?

As curricular transaction is formulated at the university level, our college follows the directions of the Jammu University to which it is affiliated. However, teacher educators are free to discuss and disseminate information about global trends through lectures, seminars, debates, workshops, and other resources to the students. The curriculum is enriched with papers like Educational technology, Information and communication technology, Environmental education as optional subjects which are in accordance with the global trends.

1.1.4 How does the institution ensure that the curriculum bears some thrust on National issues like environment, value education and ICT?

There is enough content regarding national issues in the curriculum which includes content on national integration, Indian constitution, national character, culture, new social orders, environmental education, development of education in pre and post independent India, SSA, sustainable development, population education, greenhouse effect, gender equality, Human Rights, Equality, Social Cohesion, Secularism, Environmental degradation, National integration, Population explosion, Women education, Education of disabled children and ICT etc. Different

activities are also undertaken like Rangoli Competition, Essay Writing Competition, Cleanliness Drive, Quiz Competition, Poster Making Competition, Symposium and On Spot Essay Writing Competition. The topics of such activities are on the themes like “Melting Ice is a Global Warning “, “Natural Habitat”, “Water Crises” and “Renewable and Non Renewable sources” ,”fuel conservation”,” human rights” etc.

The curriculum already bears a thrust on value education. The institution ensures that the value education is imparted by conducting extension lectures, celebrating festivals and visiting the institutions like Old Age Homes, Orphanages and people with social needs.

Under ICT, students are trained in the use of computers and internet. In the planning of curriculum for B.Ed. Course, the decisions regarding the different aspects of curriculum planning are taken at different levels starting from University Education Department and the Board of Studies in education to the Academic Council and such other bodies of the University. The institution does not make use of ICT for curriculum planning as it falls within the jurisdiction of the Board of Studies, University of Jammu.

1.1.5 Does the institution make use of ICT for curricular planning? If yes give details.

The optional paper, 'information and communication technology “ helps teacher trainees to understand the use of computers in education .In addition to this, elementary computer education is a must for teacher trainees. Demonstration lessons by teacher-educators and Micro-teaching and Practice teaching lessons by student-teachers are planned and presented with the use of LCD & OHP. Staff members prepare and present the orientation programme & instructional materials for their classroom teaching by using ICT. The result compiling, time- table framing, activities and programme schedules, correspondence ,academic planning, are all done using ICT.

1.2 ACADEMIC FLEXIBILITY

1.2.1 How does the institution attempt to provide experiences to the students so that teaching becomes a reflective practice?

The college through different methods makes an attempt to develop reflective thinking such as.

- Tutorial groups: The total students are divided into tutorial groups of 25 teacher trainees each Each group is under the personal touch, care and guidance of a group supervisor.

Students are guided to undertake group studies, share and resolve difficulties related to their subjects and are given practice in writing answers to university pattern questions.

- Brain Storming: Brain storming session in the form of panel discussion, peer teaching, group discussions are held where the students get an opportunity to develop reflective thinking.
- Wall Magazine: Wall magazine is a regular activity of the college and it aims at developing the reflective thinking and communication skill of the students by disseminating the product of their reflective thinking.

During Micro and Macro teaching teacher trainees are trained to become effective teachers by gaining first hand experiences of teaching under supervision and making use of reflective thinking.

1.2.2:-How does the institution provide for adequate flexibility and scope in the operational curriculum for providing varied learning experiences to the students both in the campus and in the field?

At the institution level, the students are provided varied learning experiences through organization of orientation as well as extension lectures by experts on different topics. The academic plan for each session has ample scope for extension activities including N.S.S. programmes and extension lectures. Group discussions are also conducted to provide a varied range of experiences to the students. In addition, they also attend debates, symposiums, discussions, workshops and seminars etc. organized by the institution itself / sister institutions and the Jammu University. Teacher trainees are free to prepare and plan their lessons in the campus and in the field during micro and macro levels respectively. Students get ample opportunities for varied learning experiences in the field during NSS camp and practice of teaching programme and sports activities, especially during the celebration of sports week.

1.2.3:-What value added courses have been introduced by the institution during the last three years which would for example: Develop communication skills (verbal & written), ICT skills, Community orientation, Social responsibility etc.

The Dogra College of Education has introduced various activities during the last three years which would help the students in developing their communication skills (verbal & written), ICT skills, life skills, community orientation, social responsibility etc.,.

During Micro Practice of Teaching, students are given opportunity to attain mastery in five different skills i.e. skill of reinforcement, skill of stimulus variation, skill of lecturing, skill of questioning and skill of illustration with the help of examples. Micro Teaching Practice is carried on under simulated conditions. It helps the students to develop their communication skills (verbal). In addition, they have to plan their lessons both at Micro and Macro level of Practice of Teaching which helps them to develop their writing skills. The students are also given opportunity to contribute articles / writings etc. for the College magazine to help them to further develop their writing skills.

For the development of ICT skills, the students are trained in the use of computer and internet. They are also trained to prepare their lessons on computers.

To develop life skills like co-operation, patience, honesty, leadership, team-spirit, national integration etc, the institution organizes activities like sports meet, surveys, campaigns etc. Even students are engaged in raising money for army welfare on Flag Day, for relief works, for old age homes etc. which helps them to develop their life skills.

For community orientation, Dogra College of Education organizes awareness campaigns, literacy drives, plantation drives, talks of experts on agriculture, health and hygiene, sanitation, common diseases, AIDS etc. to orient the community regarding these various aspects. The co-operation of the community is ensured while planning and implementing the community-centered activities. Under N.S.S. and Social outreach programmes, there is enough scope for free exchange of ideas and mutual co-operation between the community and the College on regular basis from time to time. For community orientation, certain community centered activities are undertaken by the College which are as under:-

- Physical Activities: Cleaning the environment, plantation drive, awareness regarding environment etc.
- Literary Activities: Literary campaigns, adult education programmes, literary workshops for children living in slum areas etc.

- Activities related to Removal of Social Evils: Performing of skits on Dowry System, AIDS, Pardha Pratha, Female Foeticide, Drug Abuse, Domestic Violence etc.
- Cultural Activities: Display your Talent, Annual Function, Exhibition-cum-Workshop etc.
- Social Service Activities: Students are encouraged to render social services during floods and draughts, accidents and epidemics and other national calamities.

The above mentioned activities help the students to understand their social responsibilities as students, as pupil teachers and as citizens of the nation in order to perform accordingly for the benefit of the society, community and nation at large.

1.2.4. How does the institution ensure the inclusion of the following aspects in the curriculum? **Interdisciplinary/Multidisciplinary** **Multi skill development** **Inclusive education** **Practice Teaching** **School experience/internship** **Work experience/SUPW** **Any other(specify and give detail)**

(i) INTERDISCIPLINARY/ MULTIDISCIPLINARY

The students have the option to interdisciplinary teaching .In B.Ed. course we have four compulsory papers: the 1st having Philosophical and Sociological basis, 2nd having Psychological basis, 3rd having Pedagogical basis and the 4th having Historical basis of education. The optional papers comprise of Information and Communication Technology, Environmental Education, Educational Measurement and Evaluation and Guidance and Counseling. Paper-II i.e. Psychology of Teaching Learning Process and Educational Measurement and Evaluation have some common topics pertaining to the field of Statistics. The teaching subject papers i.e. Teaching of Hindi, Teaching of English, Teaching of Maths, Teaching of Science, Teaching of S.ST, Teaching of Punjabi have some common topics pertaining to methodology, lesson planning, micro skills, audio-visual Aids, text books, role of teacher etc. Thus there is an interdisciplinary approach in the prescribed curriculum.

(ii) MULTI SKILL DEVELOPMENT

As a part of multi skill development, the college imparts instructions to the students to develop communication skill both at verbal as well as at written level. Students are given opportunity to

express themselves in various skills during- teaching periods, tutorials, seminars, subject associations, talent search programmes and other various programmes of the college.

(iii) INCLUSIVE EDUCATION

To make the students aware about the needs of students who are studying in normal schools but they are differently abled, the college sensitizes them by taking them to school and to institutes for physically challenged students. An awareness lecture on inclusive education is delivered to clarify the concept of inclusion. The methodology / skills and strategies used by the teacher educators in class room cater to the needs of variety of teacher trainees as well by providing them inclusive education too.

(iv) PRACTICE TEACHING

The curriculum of the B.Ed. Course comprises of both Theory as well as Practice of Teaching components. Micro Teaching is a pre-teaching activity and 12 days are devoted to it. Macro Teaching is the real teaching activity on the field and another 18 days are devoted to it. Practice teaching is the most important aspect of B.Ed.. Therefore, to make it effective the college has a time period marked in the academic schedule for teacher trainees to do practice under simulated conditions and develop teaching skills through micro teaching and simulated teaching. Model lessons are delivered for the students. Workshop cum exhibition on teaching aids is an annual feature. Students are given pin pointed and specific feedback. Macro teaching is carried on in practising schools. The teacher trainees prepare lessons on OHP and use PPTs for lesson delivery and make use of innovative and cost effective teaching aids too.

(v) SCHOOL EXPERIENCE/ INTERNSHIP

In addition to delivering their macro lessons in practising schools , the internship includes conduct of morning assembly, taking of attendance, attending staff meetings, maintaining stock registers & attendance registers, issuing transfer certificates, writing letters / notices, conduct of co-curricular activities, observing lessons of the teachers of the practising schools and other allied activities which help them to improve their professional competence.

(vi) WORK EXPERIENCE / SUPW

There is no direct provision in curriculum; however, during workshop for teaching aids, the various aids are being prepared which is a step towards SUPW.

(vii) **ANY OTHER (SPECIFY AND GIVE DETAILS)**

As per the college academic calendar, teacher trainees participate in activities like community service, co-curricular activities and sports activities which help in all round development of the trainees.

1.3 FEEDBACK ON CURRICULUM

1.3.1 :-How does the institution encourage feedback and communication from the Students, Alumni, and Employers, Community, Academic peers and other stakeholders with reference to the curriculum?

The college has developed its own mechanism of getting feedback in respect of curricular and co-curricular aspects of the programme of the college. For this purpose, following practices are adopted:

- To get feedback on curriculum from teacher trainees ,their views & suggestions are invited on the curriculum for necessary modifications & improvement in the current curriculum. For this purpose, the student-teachers' feedback is obtained by rating the complete course and the curriculum of the various subjects. Secondly the suggestion box is made available in the college campus, where student- teachers can put their suggestions regarding the improvement in the curriculum.
- To get Feedback on curriculum by the- Alumni ,their views and suggestions are invited and they are encouraged and motivated to provide feedback on the curriculum of the B.Ed .Their views about the curriculum are sometimes communicated orally to the Principal or the subject teacher. They are also encouraged to submit their suggestions/ideas directly to the Principal or subject teacher in written form as well. They can also give their suggestions through suggestion box which is available in the college. Giving their suggestions through E-mail is also welcomed.
- The institute collects feedback from the employers through meetings, emails, telephonic conversations etc. In addition to it feedback of employers is collected from print and

visual media reports published in the columns of different newspapers and similar resources.

- The management and teaching staff regularly communicate with academicians, subject experts and eminent educationists to get their valuable support and advice for curriculum reforms and improvements. Teachers play an active role in the tutorials to solve problems of student-teachers regarding the curriculum and during this exercise become aware of the possible changes to be brought in the curricula to facilitate learning.
- The Heads & Staff of the practising schools, parents of the student-teachers & community members are invited to various activities, functions, exhibitions and competitions of the college regarding teaching aids, skill in teaching, cultural activities, talent search, sports meet etc., where they provide their valuable feedback & suggestions pertaining to the course. The institution also organizes meetings and workshops with school Principals and teachers of the neighboring schools to share their views on the methodology and curriculum of the B. Ed. course.

Thus institution makes all its best, to communicate & receive feedback from all its stake holders, with regard to curriculum.

1.3.2 Is there a mechanism for analysis and use of the outcome from the Feedback to review and identify areas for improvement and the changes to be brought in the curriculum? If yes give details on the same.

Yes, IQAC coordinator and its members analyse the feedback obtained from the students & Alumni on the curriculum. This committee presents consolidated feedback report in the review committee whose meeting is held twice a year. On the basis of feedback from various quarters, including faculty, students, employers and academic experts, the college principal and management draw strategies and action plan for improvement. These are duly communicated to the competent authorities. Various areas are identified by the curriculum review committee of the college where certain changes and improvements are required. The major areas identified in this respect are:- ICT should be included as compulsory subject in the curriculum. There should be adequate provision of Inclusive Education in the curriculum to make the student-teachers aware about the issues of inclusive practices. There should be more emphasis on developing

more skills among the student-teachers. □ The course duration should be of two years rather than one year.

1.3.3 What are the contributions of the institution to curriculum development? (Member of BoS/ sending timely suggestions, feedback, etc.)

- The college is not a member of the University/Department of Education's BOS. Timely suggestions are however forwarded. These suggestions are recorded during seminars discussions, and worked out in Workshops on curriculum development.
- Besides, the institution also participates and contributes in the process of revision of B.Ed Curriculum as and when invited by the University of Jammu. The course was last revised w.e.f 2003-2004 session.

1.4 CURRICULUM UPDATE

1.4.1 Which courses have undergone a major curriculum revision during the last five years? How did these changes contribute to quality improvement and student satisfaction? (Provide details of only the major changes in the content that have been made).

The college is affiliated to University of Jammu. Changes are brought about by the Board of Studies. No major changes or additions have been made during the previous 5 years.

1.4.2: What are the strategies adopted by the institution for curriculum revision and update? (Need assessment, student input, feedback from practicing schools etc.)

The college adopts different strategies for curriculum revision and update as mentioned below:

- Need Assessment: The technological changes and use of ICT in all walks of life necessitate the revision of curriculum for B.Ed trainees.
- Student input: Students are one of the major stake holders so feedback from students through suggestion box is obtained.
- Feedback from practicing schools is obtained through our teachers who go to different schools during teaching practice. Our teachers discuss the curriculum of B.Ed. with the head and his staff regarding the desired changes in the curriculum. Accordingly

suggestions are forwarded to the concerned Authorities . however the whole process of curriculum revision is done by the University of Jammu.

1.5 BEST PRACTICES IN CURRICULAR ASPECT

1.5.1 :- What is the quality sustenance and quality enhancement measures undertaken by the institution during the last five years in curricular aspects?

For quality enhancement, different experts in the field of education are invited to deliberate upon various issues and enlighten the staff and teacher trainees for the enrichment of knowledge.

The institution takes feedback from the students, faculty, head of institution and research Journals on the innovation / best practices in curricular aspects so that these can be used for planning and implementation of the same at the time of curriculum transactions in context of goal orientation, design updating, relevance and practicability.

1.5.2 :-What innovations/best practices in “Curricular Aspects” have been planned/implemented by the institution?

The college library has a good collection of books, journals and other study material which is updated every year; 2 computers for teacher trainees are installed in library to enrich their subject matter through the digital material. In this manner, trainees are motivated and provided with technological facilities to enrich their content. The librarian keeps the teacher educators and trainees updated and aware for use of library services.

For strengthening the Teaching Practice component of the curriculum,. the college continues the practice of training its staff and students in the teaching skills, both at the micro as well as the macro level. In this connection, the following programmes are conducted:

- Orientation to the trainees in the knowledge and acquisition of teaching skills (micro teaching).
- Demonstration of model lessons in all teaching subjects by the subject experts.
- Training in the preparation and use of low cost teaching aids.
- Providing individualized practice to the faculty and aspiring trainees in the use of digital interactive board (smart class)in the process of teaching/communication.

- Training the teacher trainees in developing creative lesson plans.

Addition of value added programmes like communication skills development, personality development and computer practical's etc. to help in building competencies and confidence amongst trainees to become effective teachers.

The institution continues using innovative methods of teaching like team teaching, peer teaching, panel discussion, group discussion, making use of audio-visual aids, transparencies, projectors, computers and learner centered methods of teaching to ensure student satisfaction and quality education.

interactions with men of repute who are being invited to deliberate upon issues of national and international importance to enrich the knowledge and to keep pace with the global trends and also ensure value based education.

Updating the use of ICT in teaching and learning processes through Club activities, IQAC and ISO Committee.

Motivating students to participate in various competitions at Intercollegiate and University Level like Elocution, Debate, Group Discussion, PowerPoint presentation, Quiz, Essay writing, Slogan writing contest, etc.

* Environment awareness programmes are conducted to sensitize the students regarding the problems related to environmental degradation like environmental pollution.

Additional Information to be provided by Institutions opting for Reaccreditation

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to curricular aspects and how have they been acted upon?

The main observations/suggestions made by the peer team in their report regarding curricular aspects were:

- 1) Of the 11 prescribed by the university, only 4 specializations are offered by the college.
- 2) No specific identification of the weak students is attempted.
- 3) Students have limited opportunity to engage in various co-curricular activities.
- 4) Of the 12, only 7 teaching methods are offered.
- 5) Feedback obtained is analyzed and communicated to the university but no record is maintained by the college of such communications.

Actions taken on the above observations/suggestions are as follows:

- 1) The students are free to opt for any of the 11 prescribed specializations however the most preferred specializations being IACT, ET, G&C, EME, ENED are being opted by the students.
- 2) Students are being classified on the basis of their performance in internal assessment and are tutored in various groups.
- 3) Ample scope for participation in various co-curricular activities has been created and number and variety of such activities has been increased since the previous assessment. Paper presentation, activities being organized by NSS wing, literary club, environmental and population club are few such activities.
- 4) All the methods as prescribed by the university are offered.
- 5) The record maintenance has now been started. Mechanism for obtaining feedback on curriculum transaction from stakeholders has been formalized.

2. What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

Various initiatives and development programmes are being undertaken to ensure that the teacher trainees become competitively trained. How to prepare your job profile, Mock interviews and other related activities are being conducted by the placement cell. Life skills, personality development of teacher trainees are being ensured by conducting seminars, workshops and related curricular and co curricular activities. Outreach programmes under the NSS wing are being regularly undertaken. Innovative techniques like team teaching, peer teaching, group discussion ,panel discussions, seminars ,paper presentations are also used to make the teaching learning process more effective . Quarterly audits by the internal auditors keep improvement of quality management system on track; timely measures are accordingly taken ensuring quality sustenance and enhancement.

Criterion II: - Teaching- Learning & Evaluation

2.1 Admission Process & Student Profile

2.1.1 Give details of the admission processes and admission policy (criteria for admission, adherence to the decisions of the regulatory bodies, equity, access, transparency, etc.) of the institution?

Admission to the B.Ed. institution is a centralized process controlled by the University of Jammu. Admission of all eligible candidates to the B. Ed. Course is on-line. The admissions are strictly made on the basis of merit.

Admission process & admission policy of Dogra College of Education is as per the guidelines issued by the University of Jammu. The college is mandated to admit only the candidates as per selected & assigned by the University of Jammu.

On-line Admission forms are available on website <http://b.edjammu.org>, www.jammuuniversity.in www.jucde.in. After completing the online application form, the candidates are required to send the print outs, duly signed & completed in all respects with challan copy on the address as mentioned in the form.

Admission to the college is made through on-line counselling on the basis of merit at the graduation level & college choices given by the candidate in the application form.

As soon as the B.Ed Selection list of Non-Govt. Colleges of Jammu province is out, the selected candidates are required to report in the allotted college with College Allotment Letter & Challan copy of University Admission Fee.

After downloading the Allotment letter & the Challan copy of fee deposited in the Bank, the selected candidates of Dogra College of Education have to report in the college for the completion of admission formalities.

The Admission Committee of the College is constituted as per the guidelines of the University of Jammu & comprises of The Principal of the College along with two senior faculty members. The Admission committee provides guidelines to the students regarding Admission Process. Each selected candidate seeking Admission to this college has to interact with the members of Admission Committee, for filling up the Admission Forms & for making choices in papers Vth, VIth & VIIth. The form is to be filled up neatly & without any cutting.

Admission form duly complete in all respects with all the necessary documents enclosed & photographs pasted is to be verified properly in all respects. The enclosed documents are to be verified with original documents by the committee members. (Along with the Admission form, the student has to deposit in original College Allotment Letter & Challan of University fee).

The selected candidates have to bring the following documents with them for fulfilling the Admission requirements.

1. Recent passport size photographs for affixing one each on the original college allotment letter, photocopy of allotment letter, Admission Form, Identity-cum-Library card & Library book issue register.
2. Two sets of photocopies, one set attested & one set un-attested along with original copy of each of the following certificates:-
 - a) College Allotment Letter
 - b) Challan of University fee

- c) Date of birth certificate i.e., Matriculation certificate
 - d) B.A./B.Sc./B.Com. Marks Certificate
 - e) B.A./B.Sc./B.Com. Degree
 - f) M.A./M.Sc./M.Com. Marks Certificate
 - g) M.A./M.Sc./M.Com. Degree
3. Original Copy of each of the following:-
- a) Provisional Certificate
 - b) Migration Certificate from the University last attended (This is applicable only to non-local candidates).
 - c) Affidavit on a Stamp paper duly attested by Ist class Magistrate

The College has a transparent admission process & ensures that the defined Admission criteria are equitably applied to all applicants. The institution provides clear information to the students through College Brochure regarding the B.Ed. Admission programme.

2.1.2 How are the programmes advertised? What information is provided to prospective students about the programs through the advertisement and prospectus or other similar material of the institution?

The Admission programme for B.Ed. course is advertised centrally by the University of Jammu in prominent dailies both local & non-local & on its official Website every year.

The University of Jammu provides clear information to the aspiring candidates about the mode of Admission & process of completion of requirements, etc. The information provided through advertisement issued by the University of Jammu to the prospective students includes:-

- Duration of the course,
- Nature & mode of Programme,
- Eligibility & reservation policy for general & SC/ST/OBC Candidates,
- Admission Schedule,
- Address for obtaining & submission of On-line application form.

2.1.3 How the institution monitors admission decisions to ensure that the determined admission criteria are equitably applied to all applicants

For this criterion the college has to follow what the University of Jammu decides & directs. Strict adherence to the eligibility & other admission related criteria as determined by the University of Jammu being a mandatory matter are fully met by the College. In this regard, the University of Jammu decides & the college adheres to University decisions through the College Admission Committee comprising of Principal of the College along with two senior faculty members who are entrusted the task of counselling to ensure fairness in admission as well as to provide information to the candidates regarding the course. The College Admission Committee sees to it that the Admission criteria are honoured in all aspects and are equitably applied to all applicants.

2.1.4 Specify the strategies if any, adopted by the institution to retain the diverse student population admitted to the institution. (e.g. individuals of diverse economic, cultural, religious, gender, linguistic, backgrounds and physically challenged)

The College ensures that the students once admitted in the programme do not leave the course midway. To ensure retention of diverse student population, the following measures are adopted:-

- i. The College follows the policy of zero tolerance for gender- caste- community- region- language- economic status based discrimination. The students are encouraged to promote & follow sobriety & dignity in their utterance & behaviours.
- ii. The orientation programmes regarding B.Ed. Training course are organised during the opening days of the session to facilitate acclimatisation with the college, the peer-group & the faculty members.
- iii. Teacher-trainees enjoy the option of taking University examinations & Internal assessment tests in English or Hindi. Teachers too are multi-lingual in their approach.
- iv. Extra coaching is provided to the students found to be academically weak, collectively as well as individually.
- v. Opportunities of peer-teaching, panel discussion & group discussion are provided to the students.
- vi. Additional opportunities of simulation teaching are provided to weak students before the commencement of teaching practice.
- vii. In order to accommodate students coming from diverse cultural background, the college organises cultural programmes, so to make them feel at home & mix with all their peers.
- viii. Female candidates constitute predominant majority i.e. 80% to 90% are female students where as male students constitute only 10% to 20% of the student population. Both girls & boys have separate common rooms & washrooms & there is also provision for both boys & girls to avail Hostel facility.
- ix. Some of the students at the college form diverse linguistic background coming from the states having Hindi language as medium of instruction. Hence faculty members in the college make use of both English & Hindi language as medium of instruction & students are also allowed to opt for Hindi or English as medium of Annual University Examination.
- x. Tutorial classes are held for interaction. IT forms integral part of teaching time table Physically challenged candidates are provided extra care during teaching-learning process by catering to their special needs, whenever required.

2.1.5 Is there a provision for assessing student's Knowledge/ Needs & skills before the commencement of teaching programmes? If yes give details on the same.

There is a provision for assessing student's knowledge, needs & skills. Before the commencement of Teaching programme students are classified on the basis of merit & they are equally distributed in each section accordingly. Orientation programme for the new entrants is organised before the commencement of the regular teaching programme

The knowledge of the student is assessed during the Orientation programme. During these days the Teachers interact with the students to familiarise them with the course & also to assess their knowledge. In order to assess the student's skills "Display Your Talent" programme is organised to provide the student-teachers with an opportunity to present talent & potential. Micro teaching also provides yet another opportunity for testing & demonstrating teaching skills in particular subject before the commencement of Practice of teaching in the schools.

2.2 Catering to Diverse Needs

2.2.1 Describe how the institution works towards creating an over all environment conducive to learning & development of the students?

Student-teachers of the institute come from diverse background and environment. However the environment in the institute is conducive and congenial & it enables the student-teachers to adjust in the new environment & share their problems with the teachers. The College works towards creating an overall environment conducive to learning and development of the students.

The College aims at overall development of the students irrespective of their socio-economic backgrounds. The College does not differentiate students on extraneous grounds as it treats its student-teachers just as 'students' This helps in creating a homogeneous environment.

Well accustomed to work with the student teachers, the teacher educators invest some time even after the scheduled time of the working day. Excellent teacher taught relationship is our asset.

The College takes care of student specific academic needs. If any problem comes up, top priority is given to resolve it.

Continuous monitoring and evaluation through regular checks, submissions and feedback helps the institution to provide timely guidance and make necessary amendments to create a favourable learning and developing environment for the student-teachers.

Student-teachers are encouraged to participate in various Curricular and Co-curricular activities such as Cultural & Literary activities (Hindi & English), Debates, Seminars, Symposiums, Essay-writing, Quiz, Poem recitation, Songs (Solo & Group), Drama, Rangoli, Painting, Sketching & Poster-making, Folk & Cultural Dance; Sports Events [Volley ball, Badminton, Kho-kho, Shot-put, Table-Tennis, Chess, Carom, etc]. All students are encouraged to actively participate in these activities and competitive events. The institution provides all types of infrastructure required for creating a congenial environment for learning & overall development of student-teachers, which is the paramount aim of the college.

2.2.2 How does the institution cater to the diverse learning needs of the students?

To cater to the diverse learning needs of the student-teachers, the College works towards creating an overall environment conducive to learning and overall development of the students. In order to cater to diverse needs of the student-teacher, different approaches of instruction and learning experiences are provided.

The College takes care of student specific & diverse academic needs. If any problem comes up, top priority is given to resolve the problem.

Continuous monitoring and evaluation through regular class-tests, assignments and feedback helps the institution to cater to diverse learning needs of the students.

Student-teachers of the institute come from diverse background and environment. To cater to student-teachers diverse learning needs, they are encouraged to participate in various Curricular and Co-curricular activities such as Cultural & Literary activities (Hindi & English), ,

Debates, Seminars, Symposiums, Essay-writing, Quiz, Tutorials, Peer-teaching, Panel discussion, Workshops, Awareness programmes, Poem recitation, Songs – (Solo & Group), Drama, Rangoli, Painting, Sketching & Poster-making, Folk & Cultural Dance; Sports Events [Volley ball, Badminton, Kho-kho, Shot-put, Table-Tennis, Chess, Carom, etc]. N.S.S. Camps, Surveys, Campaigns etc. All students are encouraged to actively participate in these activities and competitive events to cater to their intellectual, personal, emotional, cultural, physical & vocational needs.

Extra classes are arranged for the students facing difficulty in the learning process. They are provided with different methods, strategies, tutorials, library facility, and extra guidance.

There is a provision of using different innovative strategies like use of Information & communication technology, Educational technology, E-Learning, Smart class for making teaching-learning process more effective & interesting. The teachers make use of pedagogical approaches of teaching-learning which embrace diverse perceptions in content, method & assessment tools across different disciplines.

Student-teachers are given training in writing of lesson plans of different subjects using R.C.E.M. Approach, Preparation of teaching aids, and maintenance of internship file, Skill development, conduct of curricular & co-curricular activities in the practicing schools like conduct of morning assembly, organising different literary & sports activities, maintaining school records like students attendance, preparing notices, academic calendar, assessment & evaluation of students performance.

Thus College provides all the required facilities to cater to the diverse learning needs of the student-teachers.

2.2.3 What are the activities envisioned in the curriculum for student teachers to understand the role of diversity and equity in teaching learning process?

Curriculum formation of the B.Ed. course is the responsibility of the members of Board of Studies, University of Jammu. The theory paper comprises of different topics which helps the student-teachers to understand the diversity of our society.

Activities envisioned in the curriculum for Student teachers to understand the role of diversity and equity in teaching learning process include many topics which provide knowledge & understanding regarding the diversity in the society & among the students of the class to the student-teachers which further helps them to provide equity in teaching-learning process.

Along with this, the college calendar includes other activities like team-teaching, peer-teaching, panel-discussion, seminars, debates, symposiums, group-discussions, essay-writing competition, Brain-storming, N.S.S.Camps, Awareness programmes, Psychological tests & workshops on teaching aids etc. These activities help the student-teachers to understand the role of diversity & equity in teaching-learning process as they are provided with the opportunities to enrich their experiences & enhance their knowledge through participation in these activities & thus become capable of using them in the teaching-learning process.

2.2.4. How does the Institution ensure that the teacher educators are knowledgeable and sensitive to cater to the diverse students needs?

The College ensures that only those teachers are appointed and retained who are well experienced besides meeting the eligibility criteria. Regular briefing of teacher educators is done

to ensure that they are fully sensitive to the diverse learning needs. Teacher Educators' sensitivity gets sustenance through their ability to organise cultural and literary activities of multiple nature.

All the teachers are observed very closely for better implementation of components of training programme

The teacher-educators work in absolute synchronization with the student-teachers needs and the institutional goals. Teacher-Educators are given opportunities to attend workshops, national & international seminars to understand the diverse needs of the student community. The institute constantly keeps its teaching faculty and students aware with the recent developments in the field of education through organizing workshops and seminars.

2.2.5. What are the various practices that help student teachers develop knowledge and skills related to diversity and inclusion and apply them effectively in classroom situations?

With the ever increasing and dynamic need of the students at school the teacher-educators train the student-teachers to shoulder the responsibility of diversity and inclusion. This is achieved through the following practices:-

The student-teachers are encouraged to develop knowledge regarding the different types of students in the class, their socio-economic status, exceptionalities, language, religion & geographical location- brilliant, average, below-average, slow-learners, students with learning disabilities, physically handicapped, students with speech defects, delinquents etc. & they are encouraged to plan teaching strategies according to their needs to make the classroom environment more inclusive & congenial. They are also encouraged to use language which is understandable by all the students of the class & to give examples based on real life situations. Along with this, the student-teachers are also encouraged to develop flexible & multi-cultural curriculum which responds to the needs of the students to move through the programme at an individual pace.

Faculty members empower student teachers on Democratic Values, on Inclusive Education, Integrated Education for Disabled Children, Effective Classroom Communication and making effective use of the various skills of Teaching..

2.3 TEACHING LEARNING PROCESS

2.3.1 How the institution is engaging students in “active learning”? (use of learning resources such as library, website, focus group, individual projects, simulation, peer-teaching, role-playing, internship, practicum, etc.)

The student-teachers admitted to B.Ed. course are engaged in active learning throughout the training course since the entire course covers a lot of activities. The institution does not follow 100% lecture method during teaching-learning process but a combination of lecture-cum-discussion method with interactive & participatory approach in transaction of instructional material. Our main focus is to develop teaching and management skills among student-teachers, so the institution adopts learner-centred approach in teaching-learning process. The College engages its students in active learning by encouraging them to actively participate in the teaching-learning process. For achieving this purpose, following learning resources are used optimally.

Library

Students are encouraged and motivated to use library. In addition to need-based visits to library.

Students are encouraged to surf the internet as accessing internet makes them self-seekers of knowledge. The skills relating to internet address, internet mailing, retrieving information through internet are routine activity of the student teachers.

Sufficient number of latest text-books and reference books are available. Book bank facility is also available for students.

The library is kept open throughout the working as well as non-working days. Students are encouraged to use the library to the utmost extent. Assignments are given for which library reference is essential. To prepare for the seminars, workshops, panel-discussions, etc., the usage of library resources is made compulsory. Each student-teacher is issued two books at a time. Library based self-learning is much emphasized. Student-teachers consult library for the purpose of studying subject-matter related to their subjects. Moreover, library is also used by the students to participate in various quiz competitions, essay writing, poem recitation, short-story writing, extempore, debates, declamation, elocution and so many other activities. Hence every learner gets the opportunity to make use of the library to get the maximum learning material.

Website

The institution has internet facility. Every learner is taught the procedure for Internet browsing. For writing assignments and for preparing seminar papers, students browse the various websites. For the prescribed syllabus, the staff and students download updated textual matters on topics of recent importance. Various websites are also consulted by the students to participate in various quiz competitions, essay writing, poem recitation, extempore, debates, demonstrations, elocution and so many other activities.

Focus Group

In each subject, students are grouped for group discussion, group learning and peer tutoring. The total number of students is divided into ten tutorial groups who come under the guidance of the teacher educators. At the time of admission, students are asked for their hobbies, on the basis of which they are regularly kept in the focus by the faculty members, so as to guide them in their respective field of interest from time to time. Moreover, on the basis of results of house examination, the student-teachers who are low achievers become the focus groups and they are guided by respective teachers and remedial tests are taken. High achievers are also guided by the staff members to help the focus groups.

Individual projects

Students complete individual Projects during the preparation of Assignment in each subject of B.Ed. Course. They also complete Individual projects during the conduct of N.S.S camp and the Internship programme during practice of Teaching in school.

Simulated teaching

Simulation is the controlled representation of reality. It is rather role playing in which the process of teaching is enacted in an artificial situation with objective of developing or practising a specific skill of communication.. Under simulated set up, the trainees practice microteaching technique. Peer tutoring, peer coaching and peer teaching are done in simulation. This gives them opportunity to clarify their doubts regarding lesson planning and real class-room teaching.

Micro Teaching

Micro teaching precedes the Macro teaching practice. During Micro practice of teaching, students are given opportunity to attain mastery in the five different skills i.e. Skill of Reinforcement, Skill of Stimulus-Variation, Skill of Questioning, Skill of Lecturing & Skill of Illustration with the help of examples. These provisions help student-teachers in learning various skills required to be successful teachers and also provide them confidence essential for the successful teaching practice which they do in real class-room situations in the allotted schools.

Peer teaching and Role playing

Role playing and peer teaching are forms of experiential learning. Learners take on different roles and interact and participate in diverse and complex learning situations.

Peer teaching is also a part of micro-teaching where the students of the peer-group have to play the role of the student as well as the teacher. It is also a regular feature of the college in which Student-teachers are given opportunity to teach in the actual class-room situations. Peer teaching enables the student – teachers to practise self-learning.

Internship

Internship as a part of teaching practice is organized in various practising Schools. . During internship period, student-teachers involve themselves in activities like morning assembly, preparing time-table, organising co-curricular activities, checking student's home task, maintaining attendance register, attending staff-meetings, preparing notices, writing letters to parents, setting examination papers, maintenance of school records, preparing school leaving

certificates, etc. A record of all these activities is kept by the student-teachers in the internship file in order to reflect their everyday experiences & interactions in practising schools.

Practicum

The practicum includes preparation of instructional aids, delivery of micro & macro lessons, observation of lessons, use of psychological-tests, use of audio-visual aids, public speaking skills (assembly talk, organization of an event, comparing) work experience and participation in co-curricular activities.

2.3.2. How 'learning' is made student-centred? Give a list of the participatory learning activities adopted by the Institution and those, which contributed to self-management of knowledge, and skill development by the students?

Learning is made student-centred by encouraging participatory learning activities as these provide a lot of scope for the trainees for self learning leading to self development..

The institution encourages student-centred learning, by adopting the following activities:

- To ensure student-centred learning, adequate number of assignments are given. Students are expected to prepare learning materials on their own with the guidance provided during the classroom teaching by their mentors.
- College working starts with a prayer session which is managed and conducted by the students on rotation basis. Student groups are formed and responsibilities are given for successful organization of this activity. It is followed by a theme based educational talk by a student-teacher as thought of the day.
- Class seminars, group discussions, brainstorming sessions, quiz etc., provide opportunities for self management of knowledge and skill development.
- Group discussions and cooperative learning are the most apt strategies used to enhance student-centred learning.
- Student-teachers interact with the school and community for the development of social and moral values under community work. They also interact with them and write a report and submit to the respective teacher in charge.
- Student teacher has full freedom to choose the medium of instruction as per his/her convenience.
- Student-teachers' tutorial groups help them to redress their problems (academic as well as personal problem) by discussion with teacher incharge.
- To meet the global needs, e-competency is developed among student-teachers by giving them computer aided instructions and encouraging them to use latest technology.
- Sports activities are also integral part of overall development of character and personality of the students. Sports week is also organized in the institution in every session.

Besides, the college celebrates national and religious festivals in the college itself to inculcate respect for nation and secular values..

2.3.3 What are the instructional approaches (various models of teachings used) and experiences provided for ensuring effective learning? Detail any innovative approach/method developed and/used.

Wide range of techniques, approaches, instructional methods have been adopted by the faculty of the institution to ensure effective learning of the students. The faculty of the college uses different methods of instruction including lecture method, lecture-cum-discussion method, demonstration method, project method, peer-teaching, team-teaching, panel-discussion, group-discussion, role-playing etc. The innovative approach is used by the teacher educators like E-learning, Smart class, symposia, group discussion, computer-aided teaching, multi-media approach of teaching etc.

In the B.Ed. course, curriculum is divided into theory and pedagogical skill development, practical work, field work, teaching practice etc. Hence all necessary steps are taken for the effective implementation of the curriculum aspect i.e. theory as well as practical.

Various strategies have been adopted by the college to ensure effective learning of the student-teachers which include simulation, audio-visual aids, learning by doing, seminars, symposiums, debates etc.

Self-learning approach is followed to develop study skills and logical thinking. Students are motivated to access the Library Resource Centre in their free period. Assignments are prepared by the students independently by taking computer assistance and consulting library.

Internship approach to practice teaching is followed to develop teaching skills among the student-teachers. For this the student-teachers go to their practising schools to get practical experience of different teaching skills.

ICT approach is well adopted while planning and delivering lessons. They incorporate recent information in their lessons with the usage of latest technology.

2.3.4 Does the institution have a provision for additional training in models of teaching? If yes, provide details on the models of teaching and number of lessons given by each student.

No, there is no such programme provided in the B.Ed. curriculum to provide training in models of teaching. But our Institute makes use of various methodologies and approaches to provide effective learning experiences to the student-teachers.

1. There is provision to do pedagogical analysis of the given topics in terms of content /subject matter, behavioural outcome, methods and activities and evaluation devices. Firstly the teacher educator delivers demonstration lesson before the student-teachers and then student-teachers do pedagogical analysis of the demonstration lesson.

2. Special sessions are being devoted for the preparation of lesson plans and related requirements. Various aspects of lesson planning such as stating objectives in behavioural terms, division of content matter, using appropriate methodology, use of various A.V. aids, how to present the content matter, dealing with the students, controlling classroom activities, using chalkboard etc. are discussed in detail.

3. Student-teachers are provided with adequate training in delivery of model lesson presentation before starting their micro-teaching and teaching practice in the schools. Before the commencement of micro teaching lessons student-teachers are made well aware of the micro teaching process, its concept, requirements & various teaching skills. Demonstration lesson in each skill and in each teaching subject is presented before the student-teachers by the faculty members.

2.3.5 Do the student teachers use micro-teaching technique for developing teaching skills? If yes, list the skills practiced and number of lessons given by each student per skill.

Micro-teaching technique is used in the college for strengthening various skills essential for effective and efficient teaching–learning process. First, lectures by experts are organized for gaining acquaintance with the concept of micro-teaching. Such lectures are followed by question and discussion sessions.

The student-teachers use micro-teaching technique for acquiring teaching skills. The micro-lessons are preparatory & are prepared & practised for three different skills prior to the commencement of macro-lessons. The student-teachers choose any three skills out of five skills for acquiring competence in skills in teaching. The student-teachers apply relevant skills for effective teaching. Each student has to teach five micro-teaching lessons on three different skills, before going for practice of teaching of macro lessons in the schools.

The different skills practiced are:

- Skill of Reinforcement.
- Skill of Stimulus Variation.
- Skill of Questioning.
- Skill of Lecturing.
- Skill of Illustration with Examples.

The student-teachers have to attain mastery by using micro-cycle on any three skills out of the above mentioned by preparing fifteen micro-lessons in teaching subjects.

The process of micro teaching session includes

- **Orientation Phase:-**While introducing micro-teaching as a training technique, all the student-teachers are oriented about the concept, phases and cycle of microteaching followed by detailed information including meaning, components, criteria and observation of each skill.
- **Demonstration/Skill Acquisition Phase: -** Demonstration lesson on each skill is given by teacher educators. Student-teachers observe those demonstration lessons and then discussion follows where doubts of the student-teachers are made clear.
- **Practicing Phase Micro: -** Student-teachers prepare micro skill lesson plans and practice the skills.
- **Feed back and Re-teaching:-** Educators and peers give feedback. On the basis of feedback, trainees modify their lessons.

These skills are delivered in simulated conditions. The major purpose of this is to make them aware of their own behaviour patterns displayed in the class in relevance to teaching-learning situation. Besides practicing these skills; the student-teachers have to observe micro lessons delivered by their peer group.

Thus, through practice and observation of these skills, the student-teachers develop enough confidence and competency to become an effective teacher.

2.3.6 Detail the process of practice teaching in schools. (Lessons a student gives per day, lessons observed by the teacher educators, peers/school teachers, feedback mechanism, monitoring mechanisms of lesson plans, etc.)

As the practice teaching is the core of the teacher training course, a lot of importance is given to conduct quality practice teaching. Before the practice teaching in schools, micro-teaching lessons are prepared and presented by the student-teachers in their concerned teaching subjects. The faculty members give demonstration lessons in their concerned teaching subjects. Students practice their micro lessons in simulated conditions.

Practice teaching is conducted in various government and private schools. Two lessons per day are delivered during the practice teaching sessions. Teacher educators from the college are deputed to check and approve the lessons plans beforehand. The student-teachers are allowed to deliver the duly approved lesson plans. Teachers of concerned schools also observe the lessons. The school teachers are encouraged to give suggestions for improvement.

The student-teachers have to deliver 11 lessons per teaching subject (22 lessons in two subjects) in schools, allotted to them for practice teaching. Each student-teacher gives two lessons per day one in each teaching subject. All the lessons are supervised and monitored by teacher educator mentor and the respective school teachers/peers too.

Teacher educators and school teachers note down their remarks on the lesson plan book. Thus, on the spot feedback is provided to the student-teachers. More feedback comes in the form of discussion with the observers which is done soon after the lesson is finished.

Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive and continuous.

The process of practice of teaching includes micro & macro lessons to be delivered by the student-teacher.

Micro Teaching:-

Before the practice teaching in schools, micro-teaching lessons are prepared and presented by the pupil teachers in their concerned teaching subjects. The faculty members give demonstration lessons in their concerned teaching subjects. Students practice their micro lessons in simulated conditions.

Macro Teaching:-

Twenty two macro lessons are delivered by each student-teacher in actual class-room situation in the practising school under the supervision of teacher-educator. The teacher-educators supervise all the macro lessons (Eleven in each teaching subject), provide them feedback & help them to improve their performance.

The student-teachers are required to plan the lesson before delivering them in the class. The teacher-educators check the lesson plans of the student-teachers during the delivery of the lesson or sometimes before that in order to guide the student-teacher so that they can make improvements wherever required.

Observation Lessons:-

Student-teachers have to observe twenty lessons of the peer group. Every student-teacher has to observe at least one lesson delivered by the peer-teacher.

Co-curricular Activities:-

Student-teachers organize morning assembly in practicing school. Student-teachers also organize co-curricular activities involving students and teachers of the concerned school.

Internship:-

During the internship period, student teachers also help school in other activities like organizing morning assembly, taking free periods and students to the play ground, etc. Students, therefore help school authorities in their curricular as well as co-curricular activities.

Final Practice of Teaching:-

Two external examiners are appointed by the University of Jammu for the conduct of final practice of teaching for observing two lessons of each student-teacher in their teaching subjects in actual class-room situation.

2.3.7 Describe the process of Block Teaching/Internship of students in vogue.

The internship plans are developed in partnership with practice teaching schools with effective involvement of the school staff, and mentor teachers. The college approaches schools for commencing the programme of delivering lessons and arranges a meeting with heads of schools. About 20 to 25 student-teachers are assigned in a particular school. School-wise list is prepared in consultation with the student-teachers keeping in view the distance and availability of the subject to be taught and medium of instruction to be opted. After having practice of Micro and Macro Lessons in simulated conditions, student-teachers are sent to practicing schools for real classroom teaching. Each student-teacher has to deliver twenty lessons along with two criticism lessons. Each student-teacher has to observe total 20 lessons delivered by the peers.

Each teacher educator is assigned one practicing school for the purpose of supervising teaching practice. Teacher-educator mentors the performance of the student-teachers and gives proper feedback. The school teachers also give feedback and suggestions to the student-teachers for future improvement. This feedback includes checking of previous knowledge, announcement of the topic, presentation of the lesson, use of teaching-aids to illustrate and explain the concept, induction approach, reinforcement to pupils, participation of pupils, final recapitulation, chalk-board summary, class- discipline etc.

Teacher educator also evaluates the lesson planning before delivery of the lesson by the student teacher in the classroom. Student-teachers also prepare report regarding practicing schools on the basis of their own experiences & also keep the record of students' attendance and their time-table. Student-teachers also organize various activities in practice teaching schools like quiz competition, poster making competition, cartoon making competition, diya decoration competition, essay writing competition etc. Student-teachers also organize morning assembly in practicing school.

The school Principal also gives feedback, suggestions and guidelines to improve teaching practice. The internship is a very fruitful experience for every student-teacher. There is no provision of block teaching in the syllabus as prescribed by the University of Jammu.

2.3.8 Are the practice teaching sessions/plans developed in partnership, cooperatively involving the school staff and mentor teachers? If yes give details on the same.

Yes, the serving teachers of the practice teaching schools are rather involved effectively in the internship session & the practice teaching plans are developed in partnership; co-operatively involving the school staff & mentor teachers. Keeping in view the need of the school, the student-teachers and school students are groomed properly.

- Time table of teaching practice is prepared with the concurrence of the school principal.
- Syllabus to be taught in each subject & section is decided after consultation with the concerned subject teacher of the school.
- The student-teachers prepare the lesson plan in consultation with school staff & mentor teachers.
- School subject teachers also supervise the practice lessons & give their feedback. Suggestions given by the serving teachers are welcomed & the suggested changes are incorporated. It provides continuity to the ongoing teaching process in the subject concerned.
- The mentors teachers check the lesson plans & give feedback for further improvements.
- The internship activities are also conducted with the help of school teachers.

In this manner, the whole programme is conducted successfully in a meaningful way.

At B.Ed. level, there is development of partnership in the practice-teaching schools & institutions for the practice-teaching sessions. The mentor teacher communicates with the school teachers regarding time-table & units to be taught. There are non-formal discussions/ guidance between teacher trainees & school teachers regarding unit & teaching methodology. The school teachers also give feed back to the student-teacher informally on their own to improve the quality of lessons. Thus Practice teaching lessons are organized in partnership & in co-ordination with practicing schools.

2.3.9 How the institution prepares the student-teachers for managing the diverse learning needs of students in schools?

It is necessary for a teacher trainee to be exposed to the diverse learning needs of students in schools. Before the start of practice of teaching schedule the student-teachers are well oriented with the micro skills, methods and techniques of teaching, power point presentation, preparation of different teaching aids etc. Rigorous guidance and practice at the initial stage brings the desired & the best output from the trainees. The student-teachers are familiarized with lesson plans the preparation of various types of along with the steps to be followed for a good lesson planning.

Student-teachers are also oriented to different methods of teaching, skills, maxims, devices, techniques, strategies, behaviours & teaching styles. They are trained to adopt the most appropriate method and strategy that may suit the content through lesson planning (both micro & macro lessons).

The student-teachers are also exposed to remedial teaching & enrichment activities to be provided to slow & gifted learners.

The student-teachers are given much practice to utilise ICT in teaching in order to bring variety, improve efficiency & effectiveness of their teaching. They use OHP, computers, LCD Projectors, Multi-media projectors Interactive-board & other audio-visual learning aids for catering to the diverse learning needs.

Faculty members & student-teachers have interaction with the teachers of the internship schools, prior to the commencement of internship programme, to devise ways and means to meet the diverse learning needs.

2.3.10. What are the major initiatives for encouraging student teachers to use / adopt technology in practice teaching?

The college has incorporated new technologies into its teaching-learning programmes & encourages student-teachers to use & adopt them in teaching-learning which are:-

- Modern tools of teaching-learning are made available for use by the student-teachers. The faculty members exemplify use of ICT. The ICT Laboratory which is equipped with Power Point Projector, Computers, Video/Audio CDs, CD-ROMs on different school subjects is at the disposal of the student-teachers. They are free to take material & equipments required for practical or to be used as teaching aid for effective presentation of their lesson.
- Student-teachers are trained in the art and technique of giving lessons by using latest technology in education. They are motivated & encouraged to use computer & ICT. They are required to use the computer & develop their own presentation.

- Student-teachers are also required to deliver at least one lesson using Over-Head-Projector or Power Point Presentation.
- The trainees use improvised learning aids, experiments, models, charts, real objects & a variety of audio, video, audio-video learning aids to capture the attention of students & to yield better learning outcomes.

2.4 TEACHER QUALITY

2.4.1 What is the ratio of student teachers to identified practice teaching schools? Give the details on what basis the decision has been taken?

On an average, the ratio is about 20 to 25 student teachers per school. The basis for deciding this ratio is the strength of students in the practice teaching schools & availability of Teachers/Faculty members for making comprehensive observation of the lessons to be delivered by the student teachers, as well as smooth management of the process. Secure environment and availability of the teaching subject remain prime criterion. The schools identified for the practice of teaching programme are selected from nearby areas so as to make it convenient for the student-teachers to carry their teaching aids for practice of teaching in their respective schools.

2.4.2 Describe the mechanism of giving feedback to the students and how it is used for performance improvement.

Feedback is provided by the Teacher Education to the students during micro practice of teaching & macro practice of teaching by remarks, observations, and suggestions on the lesson delivered by the trainee.

Feedback is given in the written assignments of each theory paper after evaluation; it is also given on their written performance in the class tests & internal assessment tests. The teacher-educators provide oral feedback to the student-teachers regarding their performance in the tests. The feedback is must for improving the performance of the student-teachers. They are made to analyse the areas of weakness & to improve upon those areas.

To improve practice teaching skills, different types of lessons- micro-teaching lessons, pre- practice lessons, real classroom teaching lessons & ICT based lessons, etc. are properly evaluated. For microteaching, rating scale is used to enable students to know their performance in making use of the skill components.

During macro practice of teaching, the student-teachers are provided feedback by the concerned teacher in-charge. The main points observed by the teacher-educators are recorded on the lesson-plan notebook of student-teacher. This is followed by the discussion & then oral feed-

back is provided by the teacher-educator as well as by the peer-group. A detailed feedback is provided to the student-teachers to help them in improving their performance.

Feedback is also provided to the student-teachers regarding their performance in different areas of college activities. It is provided during sports-meet, annual day celebration, debates, symposiums, essay-writing competition, poster-making competition, slogan-writing competition, peer-teaching, group-discussion, NSS activities & other social outreach programmes. Student-teachers are provided feedback in the form of prizes, certificates & by appreciation in front of all the students in the morning assembly. This type of feedback provided to the student-teacher helps them to raise their level of performance & work for the betterment of the institution & the society at large.

2.4.3 How does the institution ensure that the student teachers are updated on the policy directions and educational needs of the schools?

The student-teachers are usually updated on the policy directions & education needs by the Head of the Institution, school staff, and teacher-educators & subject-teachers. Every institute has some policies and principles, which serve as a guideline in accomplishing objectives & educational needs depending upon the needs of the students & society.

The principal of the college facilitates the teacher-educators by arranging a prior meeting of head and staff of the practice teaching school with student-teachers. The institution seeks permission from Chief-Education Officer for the practice of teaching in different govt. & non-govt. Schools.

Before the commencement of macro practice of teaching programme in the schools, the teacher-educators of all the respective groups ensure that the student-teachers are planning for teaching as per the policy directions & educational needs of the schools. The teacher-educator supervises their daily lesson-plan. The feedback received from the head of the school is communicated to all student-teachers. The principal of the institution along with teacher-educator ensures that proper care is taken on all the aspects feedback received from school teacher and head of the school. Usually the medium of instruction, pattern of teaching, checking of home task, conduct of morning assembly, methods of teaching, special guidance for the weak students etc. are conveyed to the student-teachers by the Head of the school & staff for smooth conduct of practice of teaching as per the requirements of the educational institutions.

Our institution gets feedback from the head of the institutes & also from the staff after the completion of the macro practice of teaching in different aspects related to the student-teachers behaviour, their teaching, discipline & conduct of other allied activities including curricular & co-curricular activities etc. The suggestions given by the head & staff of the school help in further improvement of the student-teachers & for improvisation of next year's practice of teaching. The institution cooperates and coordinates with the school and also ensures that the student-teachers are updated on the policy directions and educational needs of the school.

2.4.4 How do the students and faculty keep pace with the recent developments in the school subjects and teaching methodologies?

It is necessary for the institution to make practice of teaching consistent and relevant with the school curriculum and the new methodology advocated in the curricula of the school. The students and faculty keep pace with the recent developments in school subjects and teaching methodologies by discussion between teacher-educators & student-teachers during practice of teaching regarding the school subjects. Keeping in view the syllabus prescribed by

JKBOSE/CBSE. The lesson plans are prepared keeping in view the current syllabus of teaching specific subjects.

The faculty of the institution has subject-teachers in different school subjects who are provided the responsibility of keeping a record of the recent developments in their respective school subjects & teaching methodologies so that the student-teachers can be given the right information before hand when they plan to go for the practice of teaching in different schools. Student-teachers are well prepared in terms of school subjects, their content & different teaching methodologies as a part of teacher education programme. Students-teachers are oriented to use ICT (Information Communication Technology) to update and practice various skills.

The teacher-educators of the institution are in direct contact with the teachers of different practising schools to get acquainted with the changes in school system through meetings and personal interaction.

The teacher-educators of the institution are given opportunities to attend and participate in seminar, conferences, workshops and extension lectures to keep pace with the recent developments in the school subjects and teaching methodology.

2.4.5 What are the major initiatives of the institution for ensuring personal and professional/ career development of the teaching staff of the institution (training, organizing and sponsoring professional development activities, promotional policies, etc)?

College takes special care regarding personal and professional development of its teaching staff. Teaching faculties are encouraged to enhance their academic qualifications, to go for higher studies like M.Phil, Ph.D. etc. They are also encouraged to take national level examinations like UGC-NET, SLET etc. Faculty members are encouraged to present their papers in the seminars organized by various educational institutions. Teachers are allowed to attend various seminars, workshops at other institutions and they are also permitted to present the papers. They are sponsored to participate in such events. They are also encouraged to publish educational articles in different news papers, educational journals and magazines etc. The college also makes arrangement for a number of extension lectures by experts from various institutions for updating knowledge of the faculty and the student-teachers.

The institution has undertaken the following initiatives for ensuring personal and professional career development of teaching staff of the institution.

- Training conducted in the college.
- Seminars and workshops conducted in the college.
- Lectures organized by the experts in the college.
- Lecturers deputed for the orientation and refresher courses.
- Lecturers deputed for seminars and workshops.

Training activities arranged in institution

- Computer Training- The college organized the computer training program with the help of **INTAL to the staff.**
- College has arranged the **Computer literacy program.**

2.4.7 Does the institution have any mechanism to reward and motivate staff members for good performance? If yes, give details.

Yes, the institution follows the mechanism of rewarding & motivating staff-members for their good performance.

The institution acknowledges the good performance of staff in different programmes such as staff-meetings, during ‘votes of thanks’ at the end of each celebration and occasion. Their performance is also acknowledged by giving increment on the annual basis, providing duty leave for attending seminars and conference, provision of compensatory leave for putting extra efforts and spending extra time for the institution & giving them certificates, memento etc. in Annual function. The college display the published paper of the staff on the notice board to felicitate them. The institution has the incremental policies, identification for rewards on the basis of academic and non-academic performances of the staff-members.

2.5 EVALUATION PROCESS AND REFORMS

2.5.1 How are the barriers to student-learning identified, communicated and addressed? (Conducive environment, infrastructure, access to technology, teacher quality, etc.).

The College is situated in a neat and clean surrounding and housed in pollution free environment in a well-constructed building with all infrastructural facilities conducive for the conduct of teacher-training education.

The college is equipped with all required resources, both human and physical, as per laid down norms for effective conduct of curricular and co-curricular programmes: a well developed play ground, multi-purpose hall with required seating capacity, an auditorium equipped with electronic gadget for effective conduct of curricular and co-curricular programmes; conference hall likewise equipped with public address system and multi-media projector. Besides, it has computer lab, language lab and educational technology/ICT lab.

There is a facility of dropping in the suggestion/complaint in complaint box. Any stake holder can put his/her suggestions/complaints in the box. The suggestions are properly analyzed and worked upon. The feedback from the students-teacher is taken every month by teacher-educator & then it was properly analysed by the principal of the college & then they suggests the measures to work out on the areas which are having some problem. Feedback from alumni is

also entertained. On the basis of feedback analysis, conclusions are drawn and decision taken for implementation.

The student-teachers can meet or contact any teacher-educator or even the principal at any time and talk about their learning as well as personal issues. The computer orientation course designed to help the students in their studies and research, helps the institute to identify technology related problems. This is done for the purpose of helping the students to gain confidence in using technology for learning purpose. Teaching is done by the blend of various methods with the help of ICT. Topics are discussed in class with active involvement of the students. The errors committed by the student-teachers are rectified in a gentle way by teacher-educators. The teacher-educators are always available to the student-teachers during the free period for discussion and clarifying their doubts. Assignments are timely evaluated by the teacher-educators and then they suggest the measures to the student-teacher to improve their performance. The class representatives of every class are also involved to create a good rapport and environment in the institution for solving various issues & problems.

Multipurpose Hall, Library, ICT Resource Centre, Psychology Resource Centre, Auditorium, etc. are well equipped with modern amenities. The Information & communication lab is well equipped and is spacious enough to accommodate a good number of student-teachers. Every care is taken by the teacher-educator to give chance to all student-teachers to have practical experience on computer desk. They are encouraged to prepare ICT based lessons.

Educational technology lab is well equipped with latest gadgets like Television, Overhead projector, LCD projector, Multi-media projectors, CD's, Sound systems, Tape recorder etc. The student-teachers are given the opportunity to use and handle these equipments in teaching learning process.

Library and reading room facility is available for facilitating student-teachers. The student-teachers have an easy access to journals, magazines in addition to books. This helps the student-teachers to broaden their cognitive abilities and develop vast learning habits. Internet facility is also available in the library. Language lab is also equipped with various technological gadgets that enable the student-teachers to get proficiency in verbal linguistic patterns.

The institution has qualified and competent staff which is the biggest asset of our institute. The institution has experienced and dedicated principal and faculty which play a vital role in identifying, communicating and addressing the learning related problems. They help in solving the problems of the students and channelizing their energies towards perfection. The teacher-educators get opportunities for continuous academic progress and professional development. Teacher quality is ensured through evaluation done by the self, student-teachers, colleagues, Principal of the institution & the management.

2.5.2 Provide details of various assessment/ evaluation processes (internal assessment, mid-term assessment, term end evaluations, external evaluation) used for assessing student learning?

For assessing student learning the institution follows a consistent continuous and comprehensive evaluation procedure and their performance in different areas of study. They are assessed formally as well as informally. The evaluation of the student-teachers is divided into two parts viz. External evaluation and internal evaluation.

The external evaluation of theory in terms of Annual theory examination at the end of the session and the external evaluation of practice teaching in terms of Final teaching practice lesson at the end of Session are conducted by the University of Jammu.

The Internal evaluation of theory in terms of written assignment, & two internal assessment tests in each paper & the evaluation of practicum in terms of micro & macro practice of teaching by the institution.

The scheme of B.Ed. examination has an aggregate of 1000 marks for both theory & practice. Theory comprises of 100 marks for each paper i.e. $7 \times 100 = 700$ marks, & practice of teaching is of 300 marks. In internal evaluation all the theory papers have 20 marks (which are based on two internal assessment tests, one written assignment & attendance of the student-teacher).

Marks for internal practicum are 150 & are further divided as 30 marks for micro lesson practice of teaching, 50 marks for macro lessons, 10 marks for criticism lessons, 20 marks for observation lessons, 10 marks for preparation of teaching aids, 30 marks for internship & 10 marks for co-curricular activities & 150 for external practicum i.e. final practice of teaching.

For final practice of teaching two external examiners are appointed by the University of Jammu for observing lessons of each student-teacher in their teaching subjects in actual classroom situation.

The student-teachers performance can also be evaluated every week by taking class tests orally as well as in the written form. It facilitates learning and its promotion, diagnosis of learning problems and treatments. They can also be evaluated by group-discussions debates, quiz & many more formal & informal activities. Classroom interaction by teachers in the form of question answer, extempore speeches on curriculum subject matter, group discussion, and peer-teaching on topics of subjects also form basis of assessment.

Student-teachers are also evaluated through their communication in the class-rooms, their involvement in the teaching-learning process, etc., participation in the co-curricular activities and over all peer behaviour.

The B.Ed. Course has a provision for continuous feedback. In each and every activity, student-teacher receives feedback immediately from teacher-educators. For microteaching, practice lessons, content cum methodology workshops, internship programs, practical work, tests and tutorials, feedback is given in written and oral form. Teacher trainee receives feedback from peer-group, teacher-educators and occasionally from principal of the institution also.

2.5.3 How are the assessment/evaluation outcomes communicated and used in improving the performance of the students and curriculum transaction?

The most important objective of internal assessment is to facilitate the teacher educator and student-teachers to improve teaching- learning process by improving the performance of the student-teachers. The assessment/ evaluation outcomes are communicated for improving the performance of the students. The subject teacher-educators discuss about each and every question attempted or un-attempted by the students in the class-tests as well as internal assessment tests. Students are given an opportunity to discuss with the teacher all the education related problems at the individual level.

Tutorial and remedial classes are arranged to clear the doubts of the students. Entire process of evaluation and improvement is supervised by the subject-teachers through communication of outcomes. All the remedial classes and tutorials are arranged as per the requirements.

The teacher-educators of the institution give a detailed picture of student-teachers performance with a basis of assessing the adequacy of their own teaching methodology. The evaluative report of the performance of the student-teachers helps in planning instruction procedures, diagnosing learning problems & providing remedial measures for coping with problems related to their development. Thus to carry out such activities, the evaluation reports are comprehensive & diagnostic. On the basis of this, the teacher-educators try to find out suitable ways and means to manage improved performance by the students-teachers.

2.5.4. How is ICT used in assessment and evaluation processes?

The Internal assessment test papers are designed and prepared on computers. All the results of internal assessment are prepared in Microsoft Excel.

ICT is used in assessment and evaluation processes in the institution by taking Practical related to Paper V- (Information & communication technology) & elementary computers. They are being conducted by using ICT and student-teachers are evaluated for the same. The ICT is used for assessing the performance of student-teachers appeared in the Annual B. Ed. Examination conducted by the University of Jammu.

2.6 BEST PRACTICE IN TEACHING-LEARNING AND EVALUATION PROCESS

2.6.1 Detail on any significant innovations in teaching/learning/evaluation introduced by the institution?

The institution initiated a special orientation program for student-teacher to familiarise them with the curricula & to give them better perspective of the courses of study in the beginning of the session. The curriculum transaction is undertaken with help contract mode wherein teachers use different innovative methods like Brain storming, co-operative- learning, Team-teaching, self study, supervised study, peer-teaching, group discussion, panel discussion etc.

To keep pace with advanced technology, the computer assisted teaching is provided to the student-teachers in the form of power point presentations by the teacher-educators of different topics of the course of study.

The College encourages the use of the technology in its day-to-day functions including delivery of lessons. It encourages the faculty members to use more ICT in their teaching-learning process.

Faculty members use computers for browsing the internet which help them in preparing their instructions and in providing latest information.

Lectures are delivered by the teacher-educators by using over-head projectors as well as multi-media projectors.

To simplify intricacies of the subject matter, the teaching methodology is supplemented with the use of Audio – Visual aids during internal practice of teaching.

The student-teachers are well detailed about the teaching skills by conducting workshop on lesson-plan. Each and every aspect like arranging subject matter, framing specific objectives, methodology to be used, and preparation of teaching aids like charts, one dimensional, two dimensional, three dimensional, improvised models, evaluation of lesson plan, micro & macro-lesson planning is well demonstrated by teacher educators.

Question bank of each subject is prepared by subject-teachers and student-teachers are advised to consult the same for the preparation of exam. If they have any doubt regarding this, they can consult the respective teachers either individually or in a group.

2.6.2 How does the institution reflect on the best practice in the delivery of instruction, including use of technology?

Technology is well utilized in the form of power point presentations, internet, etc. The teacher-educators are provided internal facilities to enable them to do the reference work from the internet. The teacher-educators also access essential teaching aids and other materials which are required for making teaching-learning process effective & interesting from the internet. To ensure best practices in the delivery of instruction including use of ICT, the teacher-educators are making use of over-head projectors & multi-media projectors. The transparencies are prepared manually, typed or computerized & the power-point presentations are also prepared by them at their own & utilized by the teacher-educators for making the teaching-learning process easy, effective & interesting. The use of ICT is not confined to the class-room teaching only but is also utilized during orientation programmes & demonstration of micro teaching skills & macro lesson demonstration of different teaching subjects by the teacher-educators for effective explanation of different steps of teaching. The College encourages the student-teachers to use technology in their day-to-day functions including delivery of peer-teaching lessons. It also encourages the student-teachers to use ICT in their macro-teaching practice & final practice of teaching.

Additional Information to be provided by Institutions opting for Reaccreditation

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Teacher Learning and Evaluation and how have they been acted upon?

Ans:- The main observations/suggestions made by the peer team in their report regarding Teaching Learning and Evaluation were:

- 1) The college has yet to develop formal profile of students.
- 2) College does have no provision to assess the knowledge and skill before.
- 3) No Tutorials for those who do not do well in the Tests.
- 4) Efforts for inclusive education low
- 5) Classroom interactions are by and large, monolingual.
- 6) Teachers do not use power point presentation to supplement their teaching.
- 7) Teachers have not taken initiatives to undertake research projects and update their knowledge.

Actions taken on the above observations/suggestions are as follows:

- 1) The College is developing formal profile of the students properly.
- 2) The college has provision of assessing the knowledge and skill of the students during orientation programme.
- 3) Those who do not well in the test they are provided with different methods, strategies, tutorials, library facility and extra guidance.
- 4) The college is taking care of the inclusive education by encouraging to develop knowledge regarding the different types of students in the class.
- 5) Teachers use bilingual approach in imparting instructions for better understanding of the concept to the students.
- 6) Modern tools of teaching learning are made available for use by the student teachers. The faculty members exemplify use of ICT. The ICT Laboratory which is equipped with power point projector, computers, Video/Audio Cds/CD-ROM on different school subjects is at the disposal of the student teachers.
- 7) Teachers are encouraged to undertake research project and update their knowledge.

What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

A special orientation program for student-teacher to familiarise them with the curricula & to give them better perspective of the courses of study in the beginning of the session. The curriculum transaction is undertaken with help contract mode wherein teachers use different innovative methods like Brain storming, co-operative- learning, Team- teaching, self study, supervised study, peer-teaching, group discussion, panel discussion etc.

To keep pace with advanced technology, the computer assisted teaching is provided to the student-teachers in the form of power point presentations by the teacher-educators of different topics of the course of study.

The College encourages the use of the technology in its day-to-day functions including delivery of lessons. It encourages the faculty members to use more ICT in their teaching-learning process.

Faculty members use computers for browsing the internet which help them in preparing their instructions and in providing latest information.

Lectures are delivered by the teacher-educators by using over-head projectors as well as multi-media projectors.

To simplify intricacies of the subject matter, the teaching methodology is supplemented with the use of Audio – Visual aids during internal practice of teaching.

Criterion – III Research Consultancy and Extension:

3.1:- Promotion of Research

Dogra College of Education supports professional development activities that engage its teachers in research in education.

3.1.1:- How does the institution motivate its teachers to take up research in education?

Research is an integral part of B.Ed programme. The college lays emphasis on the concept of promotion of research and on action research amongst the faculty.

- The college encourages research in the field of education and to achieve this objective. The research wing of the college has been established.
- The college provides required co-operation and motivates its teachers to take up research in education by deputing them to attend seminars and workshops and undertake research studies.
- The faculty's ongoing research programs are given adequate flexibility in the daily workload. Faculty is further motivated to contact and consult their counter parts in sister institutions.
- Visits to University of Jammu and other allied institutions are encouraged for consulting Resource Persons and Experts for undertaking research work.
- The college sponsors faculty members for paper presentation in various national seminars, reimburses the expenditure and treat them on duty for which there is a provision in the college leave rules.
- National, International journals and magazines related to research are available in the library for reference. In addition to that computer and internet facility in the college are placed at the disposal of the faculty members for Research Purposes.
- In addition, faculty members are provided information on various organizations such as ERIC (Educational Research Information Centre), NCERT (National Council of Educational Research & Training), ICSSR (Indian Council of Social Sciences Research), UGC (University Grants Commission), SIEMAT (State Institute of Educational Management and Training) and other allied organizations providing financial assistance for conduct of research studies.
- Besides, increments are also released as per the salary rules in favour of the faculty members who have completed the research projects at M.Phil and P.hD. levels.

3.1.2:- What are the thrust areas of research prioritized by the institution?

Being a college of education, Dogra College of Education is mainly concerned with educational research. Besides that the college also puts thrust for research on the topics of creativity, teacher's effectiveness and educational management.

In addition to that the following research themes have also been identified by the institution for undertaking research study by the faculty.

- Issue of promoting multicultural values among learners with diverse backgrounds.
- Study of teacher's role in the promotion of inclusiveness amongst the students.
- Educational mobility and professional Quest among women.
- Perceptual roadblocks among the rural teacher trainees.
- Mental health of female teacher trainees.
- Study on the impact of media on the professionalism of teacher education.
- Study on the use of internet on the professional growth of the teacher trainees.
- Study on the attitude of teachers towards adolescent rural women education.

3.1.3:- Does the institution encourage Action Research? Specify details on some of the major outcomes and the impact?

Yes, the institution encourages action research with clear objectives in mind among the students as well as among the teacher educators. College organizes workshops on action research for teacher educators for empowerment and motivation.

Before going for teaching practices the teacher trainees are provided with the conceptual knowledge of action research which covers the following areas:-

- Concept of action research.
- Objectives of action research.
- Characteristics of a good research worker.
- Areas of action research.
- Paradigm for action research projects / steps of action research with examples.
- Significance of action research.

Action research is done at school level at the time of internship. The student teachers select a topic that is closely related to the immediate needs of the students of the school. On the selected topic, the student teachers make a survey to find out the facts by interacting with the Principal, teaching faculty, non-teaching faculty and other allied resources and analyse the collected data.

Brief report on the analysis is prepared and submitted to the college. The findings lead to considerable improvement in the quality of teaching and discipline at the level of practicing schools.

3.1.4 Give details of the conference/Seminar/Workshop attended and organized by the Faculty members in last five years

Dogra College of Education provides opportunities for teacher educators to develop new knowledge and skills through in service education including trainings, Organizing of workshops,

Re- Accreditation Report (RAR)

Sending faculty to attend workshops, Seminar and Professional development activities by institutes other than Dogra College of Education.

The following faculty members of Dogra College of Education have attended Conference / Seminars / Workshops in the last five years:-

S. No.	Name of Faculty Member	Date	Topic	Venue
01.	Mrs. Shefali Sharma	26-12-2008 to 28-12-2008	International Conference on “Quality Assurance in Educational Research” organized by All India Association for Educational Research and Model Institute of Education & Research.	MIER College of Education
		12-02-2009	Participated in Workshop/ Seminar on the topic “A Model for Implementing Research based Institutional Strategies in Lesson Planning”	Sai Shyam College of Education Ghou Manhasan, Jammu
		06-08-2009	Participated in the Symposium “World Breast Feeding Week” organized by Health Education Bureau, Jammu.	Dogra College of Education Bari Brahamana, Jammu.
		04-12-2009	Attended One Day Workshop on “Lesson- planning”.	KCS College of Education (Women) Opp Janipur Police Station, Ploura Jammu.
		20-02-2010	Participated in the One Day Training Orientation Workshop on “Violence Towards Women with special Reference to Domestic Violence”.	Dogra Law College, Jammu and Centre for Women’s Studies, University of Jammu.
		06-03-2012	Attended Seminar on “Women Empowerment through Education” in collaboration with “Centre for Women Studies”, University of Jammu.	Dogra College of Education

Re- Accreditation Report (RAR)

		09-02-2013	Participated in Lecture Cum “Workshop on Education Smart class”.	Dogra College of Education.
		30-03-2013	Sponsored one Day Seminar on “Enhancement of Spirituality & Spiritual Learning through Education Contributed a paper Titled “ Development of Human Values and Good Qualities among the Students.	Sai Shyam College of Education.
		06-04-2013	Participated in National Level Seminar on the topic “Knowledge without Character is deadly Sin”.	R.M. Charitable and Educational Trust, Chowadhi, Sianik Colony, Jammu
		05-04-2014	Participated in Workshop on “Effective Functioning of IQAC: Issues and Strategies”.	MIER College of Education, B.C. Road Jammu.
		23-04-2014 to 24-04-2014	UGC Sponsored National Conference on Transforming Teacher Education: Issues, Practices and Future Strategies participated and contributed a paper titled Quality Assurance in Teacher Education.	MIER College of Education, B.C Road Jammu.
		22-05-2014	State Level Seminar on “Teacher Education in India: Challenges and Initiatives ”presented paper titled “Total Quality Management in Teacher Education”	Kawa College of Education.

Re- Accreditation Report (RAR)

02.	Ms. Poonam Gupta	15-03-2013	Presented paper on the “Problems of Teacher Education” at one day National Level Seminar.	KCS College of Education.
		25-03-2013 To 26-03-2013	Attended two days workshop on “Improvision of T. Aids” organized by central University of Jammu.	Central University Jammu.
		06-04-2013	Presented paper on the topic “Knowledge without character is deadly sin”	R M College of Education.
03.	Mrs. Rajni Manhas	5-11-2012 To 11-11-2012	Attended seven days training oriented / Refresher course organized by University of Jammu.	University of Jammu.
		12.01.2013 to 13.01.2013	Attend two days seminar organized by Rama Krishna Society on the topic “Unity in Diversity”.	Police Auditorium Gulshan Ground, Jammu
		15.03.2013	Presented paper on the topic “Problems of Teacher Education”.	KCS College of Education.
04.	Mrs. Bela Thakur	30-03-2013	Presented and contributed a paper entitled “Development of Human values & good Qualities among the students”.	Sai Shyam College of Education, Jammu
		6-04-2014	Presented and contributed a paper entitled “Knowledge without character is a deadly sin”	R M College of Education, Jammu
05.	Mr. Sumer Singh	27-04-2013	Attended workshop on “Flander’s category system”.	Vishwa Bharti College of Education, Jammu.
06.	Mrs. Rajni Manhas	25-05-2009	“Workshop cum Exhibition of Teaching Aids.”	Dogra College of Education.
		21-01-2010 To 23-01-2010	Presented paper entitled “Sensitizing youth for protecting human rights, world piece and	MIER College of Education.

Re- Accreditation Report (RAR)

		10-03-2011	environment". Seminar on Women Empowerment.	Dogra College of Education in collaboration with Dainik Jagran.
		6-02-2012	Gender Equality through curriculum transaction.	R M Charitable Trust.
		9-02-2013	Lecture cum workshop on Education smart classes	Rich Harverst School.
07.	Mrs. Indu Puri		One day workshop cum Exhibition on Teaching Aids.	Dogra College of Education.
		30-08-2010	Workshop on Teacher Quality.	J K College of Education.
		24-05-2010	One day workshop Exhibition on Teaching Aids. Rashtriya Sangoshti Adarash Lipi Ki Kasoti Par Dev Nagari Lipi Ka Mulyankan.	Dogra College of Education. J K College of Education.
		6-03-2012	Workshop on Gender Equality.	R M College of Education.
		15-03-2013 To 16-03-2013	Contributed paper entitled Role of higher education in inculcating moral & Spiritual values.	Sai Shyam College of Education.
		30-03-2013	Contributed paper entitled Spiritual development of students through education.	Sai Shyam College of Education.
08.	Mrs. Rashim Chib.	12-4-2008	Workshop on Models on teaching.	Dogra College of Education
		12-02-2009	A model for implementing research based instructional strategies and lesson planning.	Sai Shyam College of Education.
		28-02-2010	Workshop on Violence towards Women with special reference domestic's violence.	Dogra Law College.

Re- Accreditation Report (RAR)

			Paper presentation on _____ reforms.	Dogra College of Education.
		2-03-2014	Paper presentation on “Quality Education through Professional Development” National Seminar.	Ranjit College of Education.
10.	Mrs. Anshu Gupta	20-02-2010	Orientation workshop on “Violence towards women” with special.	Dogra Law College.
		24-05-2010	Workshop cum Exhibition on Teaching Aids.	Dogra College of Education.
		8-03-2012	Paper presentation on the topic “Importance of Education in Empowerment of Women” (State level seminar).	J K College of Education.
		9-02-2013	Lecture cum workshop on Educom Smart Classes.	Rich Harvest School.
		20-03-2014	Paper presentation on the topic “Teacher in the 21 st century” (National level seminar on Teacher Empowerment).	Ranjit College of Education.
11.	Mrs. Vintee Kumari	27-03-2008 To 28-03-2008	Seminar on Education for Quality Empowerment.	Vishwa Bharti College of Education.
			Workshop cum Exhibition on Teaching Aids.	Dogra College of Education.
		20-02-2010	Orientation workshop on “Violence towards the women with special reference to domestics violence”.	Dogra Law College.
		30-08-2010	Workshop on Teacher Quality.	J K College of Education
		6-03-2012	Paper presentation on topic “Health status of Women in India” in collaboration with	Dogra College of Education.

		28-05-2012	“Centre for Women Studies”, University of Jammu.	
		27-04-2013	Workshop cum Exhibition on Teaching Aids.	Dogra College of Education.
			Attended workshop on “Flander’s interaction analysis category system.	Vishwa Bharti College of Education.
12.	Mrs. Neha Sambyal	8-03-2013	Presented and contributed a paper entitled “Health status of Healthy Women”.	J K College of Education.
13.	Mrs. Simpy Pandita	9-02-2013	Participated in Lecture cum Workshop on Educom Smart Classes.	Rich Harvest School.
14.	Mrs. Prerna Nanda	6-04-2013	Presented and contributed a paper entitled a Education is not a book of learning.	R M College of Education.
		27-04-2013	Attended workshop on “TCT Application in College Libraries”.	R M College of Education.

3.2:- Research and Publication Output

3.2.1:- Give details of instructional and other materials developed including teaching aids and/or used by the Institution for enhancing the quality of teaching during last three years.

During the last three years, the college has tried its level best to move ahead in enhancing the quality of teaching.

- During the last three years, the college has acquired latest teaching learning technology in the form of slide projectors, educational CD’s etc to be used as teaching instruments / aids. Besides that the faculty makes use of transparencies and Power Point Presentation for lesson delivery.
- Workshop activity is undertaken by the students for preparing teaching learning materials students prepare material inthe form of pictures, charts, models, maps etc as teaching aids for delivering their lessons in two teaching subjects during practice of teaching programme in the schools.
- Student teachers are motivated to deliver their lessons through Power Point Presentations.
- The college extends required help to the students for preparing teaching aids.
- The various instructional aids. developed / used by the institution are as detailed below:-
 - ✓ Self instructional material.

- ✓ Print materials like lesson plans, pictorial charts, flash cards, transparencies, slides, question banks etc.

3.2.2:- Give details on facilities available with the Institution for developing Instructional materials?

The college provides following facilities for developing instructional materials:-

- Provision for working on computer is in place. There is a well equipped computer lab. which is available both to the students as well as the faculty.
- Educational Technology lab with internet facility is available.
- The teachers have access to computers, print, scanner, and internet facility.
- Stationary items are also provided to faculty members to develop their instructional material.
- The institution also provides library facilities and photocopying facilities for developing instructional material.

3.2.3:- Did the institution develop any ICT/technology related Instructional materials during the last five years? Give Details.

Yes, the college has developed ICT technology related materials during the last five years as following:-

- Faculty of the college has prepared CD's on various important issues concerning education, environment, ICT etc.
- Transparencies and PPT's have been prepared by the faculty for the development of various teaching skills among the student teachers during micro-teaching phase.
- Transparencies and PPT's have been prepared by the faculty for demonstration of lessons in various schools subjects which are used before the start of practice of teaching in the schools.
- Experts in various school subjects also prepare model lesson plans and distribute among the pupil teachers for their guidance before the start of the macro-teaching practice phase.

3.2.4:-Give details on various training programs and/ or workshops on material development (both Instructional and other materials).

- Organised by the Institution
- Attended by the Staff
- Training provided to the staff.

The faculty members have attended the following training programmes and workshops organized by the institution for providing training to them

- workshop on Action Research.

- Workshop on Language Lab.
- Seminar on Women Empowerment.
- Workshop on different Psychological tests.
- Awareness programme regarding Fire Services and First aid and Earthquake management, importance of Blood donation.
- Workshop on Smart Classes.
- Workshop on Computer Literacy.
- Workshop on ISO 9001:2008 awareness.

3.2.5:- List the Journals in which the faculty members have published papers in the last five years

The following faculty members have published papers in the journal entitled “School Unique Education Journal” a National Journal published from Bangalore.

- I. Mrs. Purna Nanda, Librarian on the topic Teaching “What it holds for teachers and students” in June 2013 publication.
- II. Mrs. Shefali Sharma, Vice-Principal on the topic “How to foster Human Values and Good Qualities among the Students” in September 2013 publication.
- III. Mrs. Bela Thakur, Lecturer in Science on the topic “Acquiring Sustained Levels of Quality Assurance” in January 2014 publication.

3.2.6:- Give details of the awards, honors and patents received by the faculty members in last five years.

No awards, honors and patents have been received by the faculty members during the last five years.

3.2.7:- Give details of the Minor/Major research projects completed by Staff members of The Institution in last five years.

- Mrs. Indu Puri, Lecturer in Hindi completer her research project for M.phil degree.
- Mrs. Vintee Kumari, Lecturer in Education completed her research project for M.phil degree.
- Mrs. Shefali Sharma Lecturer in Education is completing her research project fir P.hD. degree.

3.3:- Consultancy

3.3.1:- Did the Institution provide consultancy services in last five years? If Yes, give details.

Consultancy services are provided to the students on different aspects of education related to the B.Ed Training programe These services are provided mostly to the academically weak students.

3.3.2:- Are faculty/staff members of the Institute competent to undertake consultancy? If Yes. List the areas of competency of staff members and the steps initiated by the Institution to publicize the available expertise.

Yes, the faculty of the college is competent in the respective fields such as:-

- Mrs. Prerna Nanda (Librarian): - “Regarding the maintenance of library records”.
 - Mrs. Indu Puri (Lecturer in Hindi): - As a subject expert in the faculty enrichment programme in Hindi.
 - Mrs. Bela Thakur (Lecturer in Science): - Available for Psychological tests.
 - Mrs. Rajni Manhas (Lecturer in Education): - Competent to undertake all sort of NSS projects which are implemented every year in the adjoining villages.
- Besides college has the website to publicize the available expertise as biodata of the faculty members. Every year, college magazine is published and distributed among the practicing school Through College magazine, The available expertise for consultancy services is publicized..

3.3.3:- How much revenue has been generated through consultancy in the last five years? How is the revenue generated, shared among the concerned staff member and the Institution?

No revenue has been generated through consultancy in the last years.

3.3.4:- How does the institution use the revenue generated through consultancy?

There is no provision in the institution to generated revenue through consultancy services.

3.4:- Extension Activities

3.4.1:- How has the local community benefited from the institution? (Contribution of the institution through various extension activities, outreach programmes, partnering with NGO's and GO's)

College organizes various extension activities through N.S.S. to benefit the local community. The school children, community members, residents of the adjoining villages are invited to attend the camps organized by the NSS wing of the college. The villages covered so far under such programme are Chak Avtara, Chak Jaralan, Bari Brahmana, Palli and Bassi Kalan of District Samba. The institution conducts various programmes in these adjoining villages on various issues viz. Importance of cleanliness and plantation programmes related to various Health related issues. Besides, NSS volunteers observe flag day and also contribute the collection to the Red Cross Society. Voter Day is also observed where in volunteers take out rallies to aware the general public regarding the importance of every vote and the necessity of casting it. Various educational lectures are delivered to the community members. during the organization of NSS camps in order to benefit the community. Various educative skits

pertaining to Child labour, Girl Child, Dowry System and importance of literacy are presented by the N.S.S. volunteers to make the people aware about such social problems.

3.4.2:- How has the Institution benefited from the community? (Community participation in institutional development, institution-community networking, institution-school networking, etc.)

College has good relations with the community as it is linked to it through various extension activities and social programmes. However community does not participate in the institutional development directly as the college is affiliated to the University of Jammu. which indeed is responsible for the development as required in the curriculum, methods of teaching, choice of courses offered and other policies of the institution.

However, community members are invited to attend the social and cultural functions organized by the college wherein the feedback is obtained from them and further improvement for the benefit of the community is made as such. For better institution school networking faculty of the various practicing schools are invited to attend the Workshops, Symposiums, Sports meet and Annual Function organized in the college..

Besides, feedback is also obtained from the head and faculty members of the schools during practice of teaching programme on the performance of pupil teachers and their suggestions are used for bringing further improvements in the upcoming sessions.

3.4.3:-What are the future plans and major activities the institution would like to take up for providing community orientation to students?

The college plans to take up more initiatives in its outreach programmes like:-

- NSS unit of the college plans to uphold Blood donation Camp.
- TO conduct Environment club activities frequently.
- Promoting cleanliness and sense of hygiene.
- More intensive programs on preventing AIDS and Female Foeticide.
- Providing basic computer education to adults as a part of community service.

3.4.4:- Is there any project completed by the institution relating to the community development in the last five years? If yes, give details.

No formal project has been completed by the institution relating to the community development in the last five years

3.4.5:- How does the institution develop social and citizenship values and skills among the students?

Social and citizenship values are developed through various ways which include:-

- The institution organizes various social outreach programmes.
- Students are engaged in collecting funds for welfare of the blind, old aged persons and Defence Persons.
- Social values are taught through regular lectures by the faculty during morning assembly and in the college. By Celebrating festivals like Lohri, Holi , Republic Day, Baisakhi, Independence Day etc.
- By organizing Physical activities, Literary activities and Cultural activities viz. Display your Talent, Annual Function, Exhibitions, Workshops etc.
- By organizing activities related to removal of social evils viz. Dowry System, Child Labour, Female Foeticide, Drug Abuse etc.
- By organizing Social Service activities.

3.5 Collaborations

3.5.1:- Name the national level organizations, if any, with which the institution has established linkages in the last five years. Detail the benefits resulted out of such linkages.

Dogra college of Education has not established any formal linkage with national or international level organizations during the last five years.

3.5.2:- Name the international organizations, with which the institution has established any linkage in the last five years. Detail the benefits resulted out of such linkages.

Dogra college of Education has not established any formal linkage with national or international level organizations during the last five years.

3.5.3:- How did the linkages if any contribute to the following?

- Curriculum Development
- Teaching
- Training
- Practice Teaching
- Research
- Consultancy
- Extension
- Publication
- Student Placement.

3.5.4:- What are the linkages of the institution with the school sector? (Institute-school-community networking)

The college has identified 16 schools (govt. & private) for arranging practice of teaching classes for the students during macro-practice phase for every session. In addition to delivering lessons,

the students have to complete the internship which includes conducting of morning assembly, taking of attendance, maintain attendance registers, conducting co-curricular activities, framing time –table, issuing transfer certificates, maintain log books, writing notices & letters to the parents, observing lessons of the teachers of the school and other activities pertaining to the efficient working of the institution. Here the heads of the institutions assess the efficiency and capabilities of the pupil teachers and ensure their placement in their institutions after the completion of their course. The practice of teaching session/ plan is developed in partnership cooperatively involving the school staff and mentor teachers.

3.5.5:- Are the faculty actively engaged in schools and with teachers and other school personnel to design, evaluate and deliver practice teaching. If yes give details.

Each practice of teaching groups comprises of 20 to 25 students and is sent to the practicing school along with the supervisors. The practice of teaching time table is planned with the school staff and mentor teachers. The teacher trainees teach according to the syllabus followed by the Institution and teach accordingly to their plans for this the supervisors work cooperatively with the school staff to ensure their satisfaction and also students' worthwhile performance. As a part of internship, the pupil teachers attend a meeting with the staff and principal of the practice of teaching school along with the supervisor. Here they share experiences regarding designing, evaluation and delivery of practice of teaching. Feedback is collected from the supervisor, peer group and from the head of the different practice of teaching schools which helps the supervisors and the institute to evaluate present system of practice of teaching and make necessary amendments regarding the same. The college after the completion of its final practice of teaching donates the teaching aids prepared by the students to the practicing schools which can be used by their teachers to teach the students more effectively.

3.6.6:- How does the faculty collaborate with school and other college or university faculty?

The faculty collaborates with other colleges for organizing and attending conferences/ seminars/ workshops/ debates/ symposiums/ rallies and other competitions. The faculty and students of other colleges are invited to attend these and they also attend the same organized by other colleges. So far as University faculty is concerned, the faculty of Dogra College of Education invites them for delivering extension lecture, for assessing students during practice of teaching of final lessons. The faculty from different departments of University of Jammu is invited to address the students on different functions and to organize different extension activities in collaboration with the institution. The faculty of the college also attends refresher courses, orientation courses and training courses meant for the staff of the different colleges organized by the University of Jammu.

3.6 Best Practices in Research, Consultancy and Extension

3.6.1:- What are the major measures adopted by the institution to enhance the Quality of Research, Consultancy and Extension activities during the last five years?

The college encourages its faculty members to engage in research. Some faculty members are actively pursuing courses for acquiring higher degrees like M.Phil. and Ph.D.

- During the last five years the college has organized many extension activities including those through NSS and through Social outreach programmes. The college makes all efforts to encourage faculty members to write articles/paper for publication in journals.
- The college ensures participation of faculty in education related conferences/seminars/workshops.

3.6.2:- What are significant innovations/ good practices in Research, Consultancy and Extension activities of the institutions?

The institution publicizes the available expertise in the College Prospectus, College Magazines and also on its website in order to provide consultancy services to the practicing schools and the sister institutions in the near vicinity.

Dogra college of Education has been providing the extension activities for so many years through N.S.S. programmes and extension lectures to benefit society in general and institution in particular.

Additional Information to be provided by Institutions opting for Reaccreditation

1. What are the main evaluative observations/suggestions made in the first assessment report with reference to Research Consultancy and Extension and how have they been acted upon?

Ans:- The main observations/suggestions made by the peer team in their report regarding curricular aspects were:

- 8) The staff do not have any project to their credit.
- 9) No research papers have been published by the faculty.
- 10) Teachers need to be encouraged to publish papers.
- 11) No ICT/technology related instructional material developed.
- 12) No consultancy undertaken by the college.
- 13) The college does not have collaboration with outside agencies.

Actions taken on the above observations/suggestions are as follows:

- 1) Two staff members have completed their projects and one is under the process of completion her project.

- 2) Teachers are encouraged to publish their research papers.
- 3) Teachers have been regularly engaged in publishing papers in the various journals.
- 4) ICT approach is well adopted while planning and delivering lessons. Besides the students teachers are given much practice to utilize ICT I teaching in order to bring variety and improve efficiency in teaching.
- 5) Consultancy services have been provided by the college to the various educational institutions regarding the various aspects related to education.
- 6) The college have collaboration with the outside agencies.

What are the major quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation.

The college encourages its faculty members to engage in research. Some faculty members are actively pursuing courses for acquiring higher degrees like M.Phil. and Ph.D. During the last five years the college has organized many extension activities including those through NSS and through Social outreach programmes. The college makes all efforts to encourage faculty members to write articles/paper for publication in journals. The college ensures participation of faculty in education related conferences/seminars/workshops.

CRITERION IV: Infrastructure and Learning Resources

4.1 Physical Facilities

The College has adequate physical infrastructure facilities. It is enough not only to run but also enhance the educational programmes efficiently.

4.4.1 Does the institution have the physical infrastructure as per NCTE norms? If yes, specify the facilities and the amount invested for developing the infrastructure. Enclose for master plan of the building.

Ans: - The institution has the physical infrastructure as per NCTE norms and also as per the University of Jammu norms..

The following are the infrastructure facilities:-

Classrooms	= 07
Staffroom	= 01
Multipurpose hall	= 02
Principal's Room	= 01
With attach toilet	
Office Room	= 02
ET Cell / A-V Room	= 01
Science Lab.	= 01
Computer Room	= 01
Library	= 01
Reading Room	= 01
Common Room Boys	= 01
Common Room Girls	= 01
Toilet for Staff	= 1 set for Male and 1 set for Female
Toilet	= 3 set for Boys
Toilets	= 3 set for Girls
Chairman's Room	= 01

Reception Centre = 01

Waiting Hall = 01

First Aid Centre = 01

Canteen = 01

Guest House Building = 01

(On sharing basis)

Psychological/Educational Lab. = 01

N.S.S. Room = 01

- ✓ The College has fully equipped and spacious Indoor Auditorium fitted with latest sound and projection system and is used for the various workshops, Seminars and Inter-College Competitions.
- ✓ Appropriate space for indoor as well as Outdoors games with required facilities is also available.
- ✓ Additional rooms and open auditorium are available for the co-curricular activities.

Amount Invested

The total Investment done by the College for developing the infrastructure is approximately Rs. 62400000

Master plan of the Building is enclosed herewith as Annexure.

4.1.2:- How does the institution plan to meet need for augmenting the infrastructure to keep pace with the academic growth?

Ans: - The institution from its very inception was aware of the plans to meet the need for augmenting the infrastructure to keep pace with the academic growth of the students. For this purpose, the institution keeps on adding to the infrastructure facilities every year. This is evident from the following statement of expenditure on yearly basis regarding the augmentation of infrastructure:-

Expenditure

Year	Building	Furniture	Equipments	Books
2012-13	Rs 300039.00	Rs. 49377.00	Rs. 271209.00	Rs.23002.00
2011-12	Rs. 257780.00	Rs.221478.00	Rs.241691.00	Rs.57491.00

2010-11	Rs. 60535.00	Rs.36257.00	Rs. 214525.00	Rs. 48866.00
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The Teacher Educators, Principal and Trustees sit together every year for revising, assessing and planning the infrastructural requirements. They take into account the emerging and changing needs for procuring new installations, instruments and equipments to be made available to the students to keep pace with the academic growth.

4.1.3:- List the infrastructure facilities available for co-curricular activities and extra-curricular activities including games and sports.

Ans:- The College possesses sufficient infrastructure required for co-curricular and extracurricular activities.

1. It has fully equipped and spacious indoor Auditorium with a seating capacity of 300 students, fitted with sound and projection systems, which is used for co-curricular activities like debates, Seminars, Symposium, Workshops, Cultural activities and inter-college competitions. The College also has an outdoor auditorium with a seating capacity of 600 students which is used for morning Assembly and celebration of college functions.
2. Indoor and outdoor games facilities are available on the campus itself. The institution provides indoor games like Table-Tennis, Chess & carrom in the indoor games hall. There is also provision for Volley ball Court, Badminton court, Kho-Kho ground & Basketball Court within the campus.

4.1.4:- Give details on the physical infrastructure shared with other programmes of the institution or other institution of the parent society or University.

Ans: - The physical infrastructure shared with other institutions of the parent society & running within Dogra Educational Complex i.e Dogra Law College & Dogra Degree College is as following.

1. Parking space for vehicles.
2. Canteen facility.
3. Ground for indoor and outdoor games.
4. Hostel facility
5. Transport facility.
6. Infrastructure for games and sports.
7. Indoor Auditorium.
8. Outdoor Auditorium.
9. Guest house facility.
10. Reprographic Facility.
11. STD / PCO Facility.

Sharing of common facilities ensures optimal use of resources.

4.1.5:- Give detail on the facilities available with the institution to ensure the health and hygiene of the staff and students (rest room for women, wash room facilities for men & women, canteen, health centre, etc)

Ans: - Following facilities are available within the institution to ensure the health and hygiene of the staff and students:-

1. The College Maintenance Committee looks after cleanliness of building and campus.
2. Canteen facility is available. The concerned canteen committee of the college ensures that edible articles available are fresh and well cooked and the physical environment within the canteen is neat, clean and hygienic.
3. Washroom facilities are separately available for boys & girls on each floor of the building. Washrooms are hygienically well maintained by the house keeping staff. Full time housekeeping staff is available within the college from 8am to 5pm.
4. Health education programmes including first aid awareness are also provided.
5. The College has installed water-cooler with attached water purifier as a health and hygiene measure.
6. One generator set of 72 K.V.A. capacity has also been installed to ensure uninterrupted power supply round the clock.
7. Hygiene is maintained in the classrooms and staffroom by regular cleanliness drives.
8. Rest room facility for boys as well as girls exists. There is provision of common room for boys and girls separately.

4.1.6:- Is there any hostel for students? If yes, give details on capacity, no of rooms, occupancy details, recreational facilities including sports and games, health and hygiene facilities, etc?

Ans: - Yes, the institution provides hostel facility both for girls as well as boys. There are separate hostel for girls as well boys. Details regarding capacity, no. of rooms, occupancy details and recreational facilities are as follows:-

Girls Hostel:-

1. Capacity

Intake Capacity: 40 Students

Hostel Building: Within the campus

Structure: Three Storey building

Occupancy Rooms

No. of rooms: 12 rooms with intake capacity of 36 students and one room with intake capacity of 4 students. There is also provision for Mess with Dining hall, Kitchen, Service area and Washing area.

Store Room: 01

Warden Room: 01 (Separate residential facility for Warden is also available inside the campus)

Sports Room: 01

II. Occupancy Details: - Each room for hostellers is designed to accommodate three or four students. Every student is provided with one cot, one mattress, one chair, one study table and one steel almirah.

III. Recreational Facilities: - Recreational facilities provided to the hostellers are as following:-

1. T.V facility (restricted timing).
2. Games facility (such as carom board, table tennis, chess, badminton, skipping rope and volley ball).
3. Badminton court (open).
4. Celebration of festivals like Holi, Diwali etc (within the hostel campus).
5. Short trips to picnic spots (as per requested of the students).
6. Magazines.
7. Newspapers.

IV. Health and Hygiene Facilities:-

1. Water cooler with water purifier for drinking water.
2. Generator facility for uninterrupted power supply.
3. General medical facility with "Doctor on call".
4. In Emergency, cases are referred to the nearest private hospital i.e. OM Hospital.
5. The hostel is located near lush green open fields.
6. There is also provision of fire extinguishers in the hostel.
7. Provision of housekeeping staff for sweeping and cleaning.
8. Monitoring of hygienic conditions and qualities of food within the hostel as well as within the mess by the following:-
 - I. Hostel Committee (Staff) .
 - II. Hostel Committee (Students) .
 - III. Surprise visit by the Management.

Boys Hostel:-

2. Capacity

Intake Capacity: 39 Students.

Hostel Building: 1 Km away from the college.

Structure: Two Storey building.

No. of rooms: 13

II. Occupancy Details: - Each room for hostellers is designed to accommodate 3 students. Every student is provided with one cot, one mattress, one chair, one study table and one steel almirah.

III. Recreational Facilities:- Recreational facilities provided to the hostellers are as following :-

1. T.V facility (restricted timing).
2. Games facility (such as carom board, table tennis, chess, badminton and skipping role, volley ball etc).
3. Badminton court (open).
4. Celebration of festivals like Holi, Diwali etc (within the hostel campus).
5. Short trip to picnic spots (as per request of the students).
6. Magazines.
7. Newspapers.

IV. Health and Hygiene Facilities:-

1. Water cooler with water purifier for drinking water.
2. Generator facility for uninterrupted power supply.
3. General medical facility with “Doctor on call”.
4. In Emergency, cases are referred to the nearest private hospital i.e. OM Hospital.
5. There is also provision of fire extinguishers in the hostel.
6. Provision of housekeeping staff for sweeping and cleaning.
7. Monitoring of hygienic conditions and qualities of food within the hostel as well as within the mess by the following:-
 - I. Hostel Committee (Staff) .
 - II. Hostel Committee (Students) .
 - III. Surprise visit by the Management.

4.2 Maintenance of Infrastructure

4.2.1:- What is the budget allocation and utilization in the last five years for the maintenance of the following? Give justification for the allocation and unspent balance if any.

- ❖ Building.
- ❖ Laboratories.
- ❖ Furniture.
- ❖ Equipments.
- ❖ Computers.ss
- ❖ Transport / Vehicle.

Ans: - Budget allocation and utilization in the last five years for the maintenance of building, laboratories, furniture, equipments, computers and transport / vehicle is as following:-

Re- Accreditation Report (RAR)

Year	Building		Laboratory		Computers		Furniture		Equipments		Transport/Vehicle	
	Allocation (Rs).	Spent (Rs).	Allocation (Rs).	Spent (Rs).	Allocation (Rs).	Spent (Rs).	Allocation (Rs).	Spent (Rs).	Allocation (Rs).	Spent (Rs).	Allocation (Rs).	Spent (Rs).
2008-09	1063060	966418	Nil	Nil	73880	65965	385033	350030	69040	61640	500670	455154
2009-10	102160	93726	NIL	Nil	146650	130922	56200	50109	186250	169324	559020	499124
2010-11	66590	60535	NIL	NIL	131230	117164	39890	36257	235980	214525	117164	818400
2011-12	283558	257780	NIL	NIL	137050	122361	243630	221478	270690	241691	71409	649176
2012-13	330050	300039	Nil	Nil	32630	28375	54320	49317	303760	291209	716990	651810

4.2.2:- How does the institution plan and ensure that the available infrastructure is optimally utilized?

Ans:- The optimal utilization of the available infrastructure covers the following:-

Daily routine cleaning of the infrastructure of daily usage .

Ensuring that all infrastructure is maintained properly and working smoothly.

Ensuring that all infrastructure is absolutely ready for the purpose of usage.

The institution has also hired a Security Agency on contract basis to safeguard institution's infrastructure and property against theft, damage, fire and antisocial elements.

All supplies for Dogra College of Education are managed by the Estate Supervisor upon receipt of requisition for purchase. A stock ledger is maintained for received, issued and balance material. Physical verification of infrastructure material is carried out by the Estate Supervisor. The Estate Supervisor is employed to assist the Management in the proper maintenance and optimal use of the infrastructure.

The institution also ensures that the purchased products meet specified requirements of quality and delivery.

The Estate Supervisor also maintains a record of transport / vehicles owned by the trust and cares for their proper maintenance and usage.

4.2.3:- How does the institution consider the environmental issues associated with the infrastructure?

Ans:- The college takes due care to consider the environmental issues associated with infrastructure of prime importance.

1. The College is having a Environmental Club which organizes different programmes on environment. Some activities are:-

- ✓ Environment awareness programmes.
- ✓ Planting saplings.

- ✓ Organizing Inter and Intra Institution Competitions (Poster making, Collage making Display of best from waste materials etc.)
- 2. Free plantation and free distribution of trees to the nearby villages of the Collge are encouraged.
- 3. Awareness of using CLF Bulbs is created?
- 4. The students exhibit their creativity in making environment friendly items. This also provides the students the concept of making teaching aids out of waste material.
- 5. Utmost care is taken by the housekeeping supervisor to see that no garbage or waste accumulates in any part of the campus.
- 6. All the classrooms are airy, spacy and well ventilated on each floor of the three storeyed building. Two washrooms have been provided at the end of the floor block one each for boys & girls. The washrooms have sufficient space for the usage.
- 7. The college building is located away from the noisy and polluted environment of the city and finds its place in the lush green, open and airy environment of the countryside. Big-green grassy lawns with flower beds surround the main building of the college.
- 8. The house keeping staff keeps a vigil and remains on the toes during working hours to care for the cleanliness of classrooms, toilets, offices, staffroom and the furniture and equipments there in.
- 9. The Institution thus tries to protect and enrich the environmental issues associated with the infrastructure.

4.3: Library as a Learning Resource

4.3.1. Does the institution have a qualified librarian & sufficient technical staff to support the library (materials collection & media/computer services)?

Ans: - Yes, the institution has a qualified Librarian and sufficient technical staff to support the library. The librarian has done Master's degree in library Science. & also possesses advance knowledge & skills of library routines & practices.

The librarian has undergone the refresher course in library & information Science. from 27th sept 2007 to 17th oct 2007 from Jammu University & has secured grade "A". The librarian has also done the computer Software Application Short Term Course from DOEACC in the year 2003. The librarian has also attended the workshop on "ICT Application in College Libraries" on

27th April, 2013 & also presented the paper in the National Seminar on the topic “Education is not a book learning” on 6th April 2013 and in State Level Seminar on the topic “Quality versus Quantity in Teacher Education” on 14th of June 2014. The library has sufficient technical staff with two attendants who are basically involved in the stacking section & for support in other professional activities. The library staff has been groomed & trained by the librarian so as to understand user’s requirements with deep understanding of human nature. They are deployed & rotated on regular basis in order to get exposure of all functional areas of library.

For computer services, we have qualified IT Lab. Incharge who helps to solve any problem or difficulty in the processing of computer.

4.3.2 What are the library resources available to the staff & students? (No. of books-volumes & titles, Journals-national & international, magazines, audio-visual teaching resources, software internet access, etc) ?

Ans:- Library collection is well balanced & regularly updated. The library is well equipped with the following resources:-

Total No. of Books in the library = 4739

Total No. of Titles of Books = 1344

Journals: (National) = 10

1. University News (Weekly).
2. School-Unique Education Journal (Monthly).
3. All India Association for Education Research (Quarterly).
4. Resonance-Journal of SC. Education (Monthly).
5. MIER-Journal of Education Studies, Trends & Practices (Half Yearly).
6. Anweshika: Indian Journal of Teacher Education (Half Yearly).
7. Manual for the Teacher Education: Institution & Teacher Education (Half Yearly).
8. Teacher Support (Half Yearly).
9. Journal of Indian Education (Half Yearly).
10. Indian Education Review (Half Yearly).

Magazines = 9

1. Outlook (Weekly).
2. Meri sahel (Monthly).
3. India Today (Weekly).
4. CSR Monthly (Monthly).
5. Science Reporter (Monthly).
6. Pratiyogita Darpan (English Medium) (Monthly).
7. Pratiyogita Darpan (Hindi Medium) (Monthly).
8. Education World (Monthly).

9. Health & Nutrition (Monthly).

Daily News Papers = 7

1. Daily Excelsior.
2. Times of India.
3. The Tribune.
4. Amar Ujala.
5. Dainik Jagran.
6. Employment News. (Weekly)
7. Punjab Kesari.

The library has sufficient space for students & staff. A reading room has also been provided to accommodate 60 students at a time where students can study with concentration and without any sort of interruption.

The audio-visual facility is also provided to staff and students by showing them CDs pertaining to the area of Education by using Multimedia & OHP. The library has been provided with latest computing equipments & other related ICT facilities that not only satisfy regulatory norms but are also in tune with requirements of modern users. The facilities are regularly upgraded along with change in technology.

Simultaneously, training to library staff has also been given by the IT In charge of the College to help the students for optimal use of IT resources..

4.3.3. Does the institution have in place, a mechanism to systematically review the various library resources for adequate access, relevance, etc & to make acquisition decisions? If yes, give details including the composition & functioning of library committee?

Ans:- The institution is having a mechanism to systematically review the various library resources while searching for new releases in specific subject on the basis of information derived from publishers/booksellers, catalogues, book-reviews etc.

A book recommendation from has also been provided in the library for students & staff/users to recommend a book of their own choice. The librarian places the recommendations before the Library Committee. The suggestions made by the students community & the teaching faculty are examined carefully & given due weightage. The following criteria is used by the members of the library committee for the selection of learning resources:

1. Content of the book
2. Presentation.
3. Relevance to subject contents.
4. Index.
5. Date of publication, edition.
6. Physical get-up, binding.

7. Volume & No. of pages.
8. Cost.

Recent catalogues of publications of leading publishers & booksellers are looked into for the purpose of selection of recommended books.

Composition of Library Committee:

1. Principal/ Vice Principal (Chairperson).
2. Librarian (Convenor).
3. Five Members of the Staff.
4. Two Students from each section.

The institution has a library committee to advise from time to time with the following terms of reference:

1. To provide for proper documentation services & updating the library collection.
2. To look after the proper management and use of the library including services to be rendered to the readers.
3. To frame, review & approve library rules.
4. To make recommendations for proper functioning of library resource centre.

The institution also conducts orientation programme at the beginning of the academic session every year to familiarize the students/users regarding the functioning and proper use of library.

4.3.4 Is your library computerized? If yes, give details?

Ans: - The library working is computerized; customized software is being used for issuing books and maintaining records. The keywords used for the effective retrieval of books in the library are author, title and publisher. A Computer is housed in the library which contains the entire MARC data base .It is quickly retrieved and edited as and when needed. With the help of this software the users can get the information about the books and other materials in a machine readable form. It also provides utilization for acquisition functions i.e. selecting, ordering & claiming unsupplied books without any additional cost, important data can be retrieved from computer.

4.3.5 Does the institution library have computer, Internet & reprographic facilities? If yes, give details on the access to the staff and students and the frequency of use?

Ans:- Yes, facilities regarding Computer, Internet & Reprographics are provided by the institution. Only registered members of the library are authorized to use the computer, internet facility to access e-resources. Students are expected to observe network etiquette by being polite. Students are prohibited from pretending to be someone else, transmitting obscene messages or using the network in a way that would disrupt use by others.

Presently library maintains one photocopying machine & two operators are appointed to provide photocopying service to the users. The students & staff find out the required material from the books & get the material photocopied by making use of the services of reprographic section at nominal rates decided by the Library committee.

Frequency of use: - The library is used almost on each working day.

(a). By teaching staff: On as and when required basis.

(b). By students: On as and when required basis.

Computer and internet services are used by staff and students alike.

4.3.6. Does the institution make use of Inflibnet/Delnet/ICU facilities? If yes, give details?

Ans:- The institution does not make the use of Inflibnet/Delnet/ICU facilities. It is part of future plan; yet to be worked out.

4.3.7 Give details on the working days of the library? (Days the library is open in an academic year, hours the library remains open per day etc)

Ans:- Library working hours ideally match to the convenience of its users. A flexible approach has been followed about library timings. Ideally, college library remains open to the staff and students throughout the academic year except Sundays/Gazette holidays.

The working hours of the library are from 9:00 am to 3:15 pm as per the working hours of the institution.

4.3.8. How do the staff and students come to know of the new arrivals?

Ans:- The members of the library Committee inform the users of recent arrivals of periodicals in the library. A list of periodicals received during the month/week is brought out and displayed for the information of staff and students. The librarian brings to the notice of students the contents of the articles published in newspapers and journals and also 'a list of books added in library' displayed on library notice board and a copy of this is also put up in teachers/students common room by the library staff. List of new arrivals is also been uploaded on the website of the college.

4.3.9 Does the institution's library have a Book Bank? If yes, how is the book bank facility utilized by the students?

Ans:- Yes, the institution has been strengthened with book bank facility since Jan 2009. The facility is provided to the students on the basis of income of their parents and the ceiling of the same is Rs. 2 lacs/annum. An application form duly recommended by the Principal is submitted by the student to the librarian for the issue of books from book bank. 4-6 books pertaining to the syllabus are issued to the students for the whole session. library book bank requisition form has also now been introduced by the librarian to maintain the record.

4.3.10. What are the special facilities offered by the library to the visually and physically challenged persons?

Ans:- To cater to the needs of the physically challenged persons, the library has special facilities for them, they can come at any time during the working hours for issue or return of books .

Physically challenged students are given individual attention by the library staff. The Library staff provides them the facility of issue/return of the book/books outside their classrooms. However, college so far did not have any visually challenged student.

4.4 ICT as Learning Resources

4.4.1:- Give details of ICT facilities available in the institution (computer lab, hardware, software, internet connectivity, access, audio visual, other media and material) and how the institution ensures the optimum use of the facility?

The institution is having a computer lab fully equipped with computer system having good configuration and functionality. There are 26 computer systems in the IACT lab of this institution. The computer lab is well furnished with 30 revolving chairs. Each computer system has its own C.P.U. and out of 26 computers, 5 computers have C.D. drives. We have one laser jet printer of HP laser jet 1020 series. In I.T. lab we also have scanner of H.P. scan jet 2400 series., one modem and one switch for LAN.

All the required softwares are fully installed in the computer systems and are being repaired from time to time in a regular manner. Internet connectivity is available during the working hours. All the systems are connected with the internet facilities and are being used both by the students as well as the members of the staff. Students who have opted for computer as their subject in the B.Ed course are being nourished with the practical classes and other developing strategies to be used during accessing a computer system.

The institution also has audio visual facilities like:-

Multi Media Projector, Over-head Projector, Cassettes, C.D Players, Speakers, Transparencies. Institution is making optimum use of all these available facilities. Teachers also prepare computer-aided teaching Aids i.e. Power Point Presentations. Apart from PPT, OHP, Transparencies and Slides show, projector is also used for the teaching learning process. Interactive board is also used during the practice of teaching of Micro and Macro Lessons and also during the extension lecture programmes.

4.4.2:- Is there a provision in the curriculum for imparting computer skills to all students? If yes, give details on the major skills included?

Yes, there is a provision in the curriculum for imparting the computer skills to all the students. We conduct Elementary Computer Classes for imparting computer skills to all the students in which they are provided with knowledge of MS Office software which can further help them to make and edit the documents.

Besides basic knowledge of MS Office including MS Word, MS Power Point Presentation and MS Excel, the students also get access to the internet facilities and knowledge about surfing websites.

4.4.3:- How and to what extent does the institution incorporate and make use of the new technologies/ICT in curriculum transactional processes?

Students are required to prepare power point presentations. Each student having computers as his/her subject has to perform a PPT lecture for which he/she gets evaluated. Besides, evaluation system includes their practical classes in which they are given practical assignments to perform. They are also get access to the internet for having information regarding any topic of internet they also assigned to prepare or make their internet account on gmail.com websites.

Besides this, www.dograeducationaltrust.com is the official college website. The website is updated on the following aspects every year.

1. Course curriculum.
2. Particulars of members of staff.
3. Participation of students in co-curricular activities.
4. Position holders in the Annual University Examination.
5. Departmental activities.
6. Alumni.
7. Library details.
8. Seminars/Workshop.
9. Awards conferred.
10. Guest lectures.
11. Visitors to the departments.
12. Laboratory facilities.
13. Placement details.
14. Training in using interactive Board, and OHP.

4.4.4:- what are the major areas and initiatives for which student teachers use technology in practice teaching developing lesson plans classroom evaluation and preparation of teaching aids?

The student teachers make use of technology in developing their lesson plans, class room transactions and preparation of teaching aids.

4.5 Other Facilities

4.5.1:- How is the institutional infrastructure optimally used? Does the institution share its facilities with others for e.g: Serve as information technology resource in education to the institution (beyond the programme to other institutions and to the community)?

The Institutional infrastructure is used for Dogra College of Education, as well as for other institutions of the parent body and also for the community. Our teaching learning resources like charts, teaching aids, projectors and OHP are optimally used by our sister concerns institutions i.e. Dogra Law College, Dogra Degree College, Dogra Higher Secondary School, and Rich Harvest School on and when required basis.

The Institutional infrastructure of the information technology lab is also shared with other units. Public address system and multimedia projectors are also shared with the sister institutions.

The College Auditoriums are common. Indoor Auditorium as well as outdoor Auditorium are optimally used for conduct of seminars, debates, symposium, workshop and cultural programmes by the other sister institution within Dogra Educational Complex..

Besides this, the college encourages student teachers to become technology-savvy and they are likewise motivated to communicate among themselves through e-mail using internet facilities provided by the college. Student teachers are encouraged to make their email ID's and use it to communicate among themselves and with their friends and relatives.

4.5.2:- What are the various audio-visual facilities/materials (CD's audio and video cassettes and other materials related to the program) available with the institution? How are the student teachers encouraged to optimally use them for learning including practice teaching?

The various audio-visual facilities available with the college are mentioned below:-

1. Computers.
2. CD's.
3. Overhead Projector.
4. Multimedia Projector.
5. Slide Projector?
6. LCD Projector?
7. Tape Recorder?
8. Display White Screen.
9. Maps, Charts & Models.
10. Transparencies.
11. Audio Cassettes?
12. Video Cassettes?
13. T.V.
14. VCR
15. Digital Camera?
16. D.V.D.

17. Laptop.
18. Video Camera.

The students are taught how to use the above audio-visual facilities practically in teaching learning process. They are also encouraged to optimally use them for learning including their teaching practice. They are made to understand and realize the importance of using these materials during the delivery of micro and macro lessons by the concerned group supervisors. Students learn various teaching methods, Language teaching strategies etc. through CD's and VCD's? Individual assessment of students is maintained for handling the audio-visual aids and marks are awarded as internal assessment.

4.5.2:- What are the various general and methods laboratories available with the institution? How does the institution enhance the facilities and ensure maintenance of the equipment and other facilities?

The college has general and method laboratories to make teaching training programme more effective.

These laboratories are as follows:-

1. Computer lab/ICT resource centre
2. Educational technology lab.
3. Language lab?
4. Psychological lab.
5. Science lab.
6. Mathematics Lab
7. Social Studies Lab

The college enhances the facilities in laboratories according to the requirement of the prescribed curriculum. The requirements are reviewed from time to time and new requirements determined. Management allocates the required finds for maintenance and up gradation of the laboratories.

Regular maintenance in terms of infrastructural are met on the basis of particular laboratory. All the equipments are maintained vy the teacher Incharge of the Lab.. The services of outside experts are also requisitioned in case of computer lab and Language Lab

4.5.4:- Give details on the facilities like multipurpose hall, workshop, music and sports, transport etc available with the institution?

The institution has the facilities for multipurpose hall, workshop, music and sports, transport and the required details are given below:

Multipurpose Hall: - The college/institution has a 1260 Sq.ft.. Multipurpose hall having the seating capacity of 150 students. This hall is used for workshops, orientation/extension lectures, debates, seminars and cultural programs. The institution also has one open auditorium with a seating capacity of 600 students and is used for morning assembly and for the celebration of college Annual Day and Prize Distribution Functions.

Besides, there is also an indoor auditorium with a dimension of 2400 Sq.Ft. and seating capacity of 250 students and is used for the celebration of other main functions of the college.

Transport Facility: - The institution has its own transport for both the students as well as the staff. The transport facility consists of two buses with capacity of 32 & 44 seats and two wingers, each with capacity of 14 seats.

Music: - The institution has a provision for students in the form of Tabla , Harmonium and Dholak as traditional instruments. The institution also provides the services of experts in the field of music to train students for participating in the cultural events of the college.

Sports: - The institution has the provision for indoor games like table tennis , chess, carom board and outdoor games like cricket, volley ball, basket ball, badminton and athletics.

Conference Hall:- The Institution also has on conference Hall with an area of 1260 SQ.Ft. and seating capacity of 100 participants. The conference Hall is well equipped with the latest Audio-system technologies, OHP, Computer & DVD Player.

4.5.5:- Are the classrooms equipped for the use of latest technologies for teaching? If yes, give details. If no, indicate the institutions future plans to modernize the classrooms?

Every class room is equipped with green glass board to cater to the instructional work. Every class room is equipped with proper electric points for making use of the projectors and computers during instructional work. The institution has installed one projector permanently in the conference hall so that this facility is utilized by the teachers whenever the need arises.

4.6 Best Practices in Infrastructure & Learning Resources

4.6.1:. How does the faculty seek to model and reflect on the best practices in the diversity of instruction, including the use of technology?

Faculty members are encouraged to use innovative methods like Lecture method, Demonstration method, Project method, Peer teaching, Team teaching, Group discussions etc to enhance the teaching learning process. Classroom environment is made conducive through the use of teaching aids and activity based teaching incorporating technology. Faculty members also make use of facilities available in the Educational Technology Cell like Computers, Television, OHP, Multimedia etc. The faculty also makes use of ICT to impart computer skills to the students.

4.6.2.: List innovative practices related to the use of ICT, which contributed to quality enhancement?

The institution has always been placing the students at the centre of the teaching learning process. The vision and mission of the institution have always been to provide holistic knowledge to its students. Keeping the students learning at the centre of everything, the college reorients the teachers from time to time to be in line with the changing time. Use of technology has become very vital in importing quality based education in our college. The institution encourages the staff to undergo training on the computer-aided teaching & training. The ICT Resource Centre also organizes training sessions on the use of internet as learning resource. Well equipped Computer lab, OHP and Multimedia are available to the faculty and students to enrich teaching learning process for computer aided teaching.

The innovative practices related to ICT that contributed to the quality enhancement are:-

1. Computer aided lesson planning.
2. Preparation and use of slides.
3. Preparation and use of power point presentation.
4. Collecting information through internet.
5. Increased use of multimedia for seminars/workshop.
6. Computer literacy workshop for all students and staff (Teaching and Non-teaching).
7. Faculty and students have adequate access to various print and electronic information resources related to ICT.

4.6.3. What innovative/best practices in “infrastructure and Learning Resources” are in vogue or adopted/adopted by the institution?

The institute works for the adequate and optimal use of the facilities available in the institution to maintain the quality of academic and other related activities on the campus .As Library is the backbone of any educational college, the college is resourceful enough to have a rich and well maintained library. It is fully computerized and accessible for the students and the faculty. Internet facilities are also available in the library along with reprographic facility.

Listed below are some of the best practices in the library that enhance the academic information, environment and usability.

- (a) Computerization of library with standard digital software.
- (b) Inclusion of sufficient information about the library in the college prospects.
- (c) Compiling student/teacher attendance statistics and locating the same on the notice board.
- (d) Displaying newspaper clippings on the notice board.
- (e) Career/Employment Information/services.
- (f) Internet facilities to different user groups.
- (g) Information literacy programmes.
- (h) Suggestion/complaint box and timely response.

- (i) Displaying new arrivals and circulating a list of those on the notice board.
- (j) Access information from anywhere in the world by using internet facility.

The institution has adequate physical infrastructure facilities to run the B.Ed programme effectively and continuously augments its Infrastructure to keep pace with its academic growth.

Additional Information to be provided by institutions opting for Re-accreditation/Re-assessment

Q1. What were the evaluative observations made under infrastructure and learning resources in the previous assessment report and how have they been acted upon?

The peer team has given satisfactory report for infrastructure and library resources:

However one of the observations of the peer team was about the establishment of the other labs for the development of teaching skills of student teachers and that the existing labs were not properly equipped.

Other observations were for the full computerization of library, provision of internet facility for computer lab, website of the College and to rationalize the rates of the college canteen.

During the last five years in line of these suggestions:-

- ✓ All the labs namely computer lab, educational technology lab, psychology lab, science lab, language lab are now properly equipped for the development of teaching skills of the student teachers.
- ✓ As suggested by the NAAC peer team, library has been fully computerized. Library provides internet access facility to the students and faculty.
- ✓ Computer lab of the college provides internet facility to the students and teachers. The computer lab is equipped with 26 computers, one printer and battery backup facility.
- ✓ The website of the college is now functioning properly and is being updated regularly.
- ✓ The college canteen rates have been rationalized by the canteen committee members from time to time.

Q2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous assessment and accreditation with regards to infrastructure and learning resources?

Internet facility has been added in the computer lab which has resulted in better use of internet as a learning resource. Moreover ICT training has been made compulsory to the student teachers. The library has more than 5000 books on stock and 10 academic journals 15 periodicals have also been subscribed.

A conference hall has been constructed and is equipped with all necessary educational technology aspects such as OHP, DVD players, and Computer etc alongwith latest technology of Audio system and has a seating capacity of 100 participants.

Criteria (V): Student Support and Progression

5.1: Student Progression

5.1.1 .How does the institutions assess the students preparedness for the programme and ensure that they receive appropriate academic and professional advice through the commencement of their professional education programme (Students pro-requisite knowledge and skill to advance) to completion?

Students are provided with the prerequisite knowledge and skills for students' preparedness for the programme through counseling during the admission process regarding the various aspects of the B.Ed. programme Before the commencement of the programme , students are acquainted with the different skill and their components and also with the qualitative and quantitative aspects of the skill. They are also provided with the prospectus to avail information regarding the various facilities and all the related aspects of the programme .Orientation programmes regarding the syllabus/course is also conducted in the initial stage of the education programme Students are also made aware regarding the pattern of annual university examination.

5.1.2 How does the institution ensure that the campus environment promotes motivation satisfaction, development, and performance improvement of the students.

The Dogra College of Education ensures that the campus environment promotes motivation, satisfaction, development and performance improvement of the students through various provisions. First of all is the provisions for different facilities as Science Lab, IT Lab, Educational Lab, Sports and games, students Hostel, Space for cultural activities, classrooms, orientation/extension lectures, and likewise which are made available by the institution prior to the commencement of the B.Ed. course. The students are motivated to maintain high levels of

performance through appropriate reward system, through continuous guidance and efforts to improve the quality of teaching- learning and evaluation. The college creates an open and non-threatening climate which helps the students in expressing their views freely and enabling them to realize their capabilities. Activities like peer-teaching, team teaching, panel discussion, tutorials etc. also help the students in their performance improvements.

5.1.3. Give gender wise drop out rate after admission in also five enlist possible reasons for the dropout describe (if any) the mechanism adopted by the institutions for controlling the dropout?

Possible reasons for the drop out are as following:

- Health hazards
- Unforeseen mishappenning
- Employment during the B.Ed course
- Other unfavorable conditions

Controlling mechanism adopted by the Institution is as following:-

- Through Officials letters
- Telephonically Contact
- Counselling by the teachers

Gender wise dropout rate after admission in last five years is as following:-

- | | |
|-------------|----|
| ➤ 2008-2009 | 1 |
| ➤ 2009-2010 | 10 |
| ➤ 2010-2011 | 11 |
| ➤ 2011-2012 | 7 |
| ➤ 2012-2013 | 6 |

5.1.4. What additional services are provided to students for enabling them to compete for job and progress to higher education? How many students qualified in SLET, NET central/state service through competitive examination in the last two year?

Placement cell has been established for students to enable them to compete for the jobs, But no additional services are provided to students for enabling them to progress to higher education. As per our records, 20 students during last two years have been appointed as teachers in private schools. One of our students from the session 2012 -2013 qualified NET in political science.

5.1.5. What percentages of students on an average go for further studies/choose teachings as a career? Give details for the last three years?

On the basis of informal data we can say that newly 80% of the students choose teaching as a career after graduating from the institution. But the institution does not maintain record of students in terms of their employment or progression to further studies. Approximately 75% of our students pursue higher studies through regular as well as distance mode. There is a very negligible % of students who choose teaching as a career.

5.1.6. Does the institution provide training and access to library and other education related electronic information, audio/video resources, and computer hardware and software related and other sources available to the student teachers after graduating from the institution?

If yes give detail on the same.

Dogra college of education has a provision for training and access to library and other education related electronic information .audio/video resources computer related and other resources for the students teachers after graduating from the institution. However very few students do not visit the institute to avail the above mentioned facilities.

5.1.7:- Does the institution provide placement service? If yes, give detail on the services provided for the last two years and the number of students who have benefited.

The institution has linkages with 16 different institutions for the placement of the students. The heads of Institution of these schools assess the performance of the local students during practice of teaching in their institutions and ensure their placement after the completion of the

course. These Institutions if demand and contact the college principal for selection of students as teacher, are provided with the bio-data of the students with teaching subjects offered, so that they can select them after conducting interviews. Few of the students take the help of placement cell to know about the options available.

No. of students placed in various institutions in the last 2 years are:-

- 2012-13 Eight
- 2011-12 Nine

5.1.8. What are the difficulties (if any) faced by placement cell? How does the institution come over these difficulties?

The college has come up with a formal placement cell and has not faced much difficulties. Most of the students option for further studies in the field of Teacher-Education preferably M.Ed. after the completion of B.Ed course. Hence many students are not interested in joining government or private job at this stage .So only few students are benefited through the placement cell.

5.1.9. Does the institution have arrangements with practice teaching school for placement of the students' teachers?

The maximum placement of the students teachers (preferably locals) is done in the practice of teaching school (Private only) as they are assessed by the staff an principal on the various aspects of the performance including teaching and internship which helps them to select the right one for their schools. The college also displays the advertisements of the different schools including that of the practicing schools.. The Heads of Institution of these schools are also provided with the bio-data of the students and faculty for on campus interviews to select the students teachers for their schools as per their requirements and they can join the school after completion of their course.

5.1.10 .What are the resources (financial, human and ICT) provided by the institution to the placement cell?

The Institution provides financial resources to the placement cell only for making necessary arrangements for the conduct of interviews by different agencies & also for their visits to the college to provide information to the students regarding the Job opportunities available. Human resources are provided for the placement cell through those faculty members who have an understanding and insight into the dynamism of human behavior and motivation and can help and deal with the students in developing their knowledge ,values and skills, attitude and aptitude so that they can compete for the jobs in an effective way.

Through the internet, the students are provided with the information of different job opportunities available .The notices and newspaper cutting with job/placement related information are also displayed on the notice board which prove very beneficial for the students regarding the placement .Weekly employment news –newspaper is also available in the institution for availing the information regarding various job opportunities.

5.2 Student Support:-

5.2.1 How is the curricular (teaching-learning processes) co-curricular and extra curricular programmed planned, (developing academic calendar, communication across the institution, feedback (evaluated and revised to achieve the objectives and effective implementation of the curriculum?

Before the start of the session, the faculty of the college plans for the curricular, co-curricular and extra-curricular programs. Depending upon the activities undertaken during the last year and new one to be included, the academic calendar is prepared and is printed in the prospectus meant for the students as proposed Academic calendar through which the students get information of the various academic activities to be undertaken during the session. The institution has a strong system of communication which helps to keep everyone involved, in touch and promote total quality management within the institution. This includes upward, downward and horizontal communication. The information is conveyed to the students through

principal and staff likewise conveyed to the principal by staff. The management is provided with the knowledge on different aspects of the working of the institution through the principal, the administrative staff, the hostel warden and the estate officer. The working of different committees is conveyed to the principal through the conveners of different committees and all the rest of the members of the committee are involved while taking decisions regarding different activities of the committees.

The communication across the institution is ensured by the different members i.e. principal, staff (teaching, non-teaching, statutory officers), librarian, members of different committees and the other stake-holders including students, parents, community members and graduates of the institution. The feedback on the different programs i.e. curricular, co-curricular and extracurricular is received from the students, their family members staff and principals of practice of teaching schools either formally or informally and is revised keeping in view these feedbacks so that the objective of planning and organizing these programs can be achieved. In addition it also ensures effective implementation of the curriculum.

5.2.3:- Does the institution have mentoring arrangements?

An Advisory committee has been set up for mentoring arrangements in the institution.

Following eminent educationists are the members of the Advisory committee:-

- 1) Prof. N.R. Sharma Prof. &Head, Deptt. of Educational Studies Central University of Jammu.
- 2) Prof. Lokesh Verma Ex Prof & Head, Deptt. of Educational, University Of Jammu
- 3) Prof. M.L. Parwana Ex-Principal, Govt. college of Education, Jammu
- 4) Prof. B.D.Damral Director cum Principal, Dogra college of Education.

The members of the above mentioned committee give their valuable advice from time to time for the upliftment of various programmes and matters related to the curricular and co-curricular activities.

5.2.4: What are the various provision in the institution, which support and enhance the effectiveness of the faculty in teaching and mentoring of the students?

Dogra college of Education provides opportunities for teacher educators to develop new knowledge and skills through in service – education including training, organizing workshops sending faculty to attend workshops seminars and professional development activities organized by institutes other than Dogra College of Education. Dogra College of Education also provides mentoring arrangement for the student from the very beginning of the session till the end of the session. For this purpose the students are counseled regarding the option of the subjects according to their previous qualifications, the facilities available in the college premises i.e. hostel, library, laboratory, computer lab, T.T room, Badminton court, volley –ball court etc. With the commencement of the session, teachers oriented the students concerning their subject matter, the syllabus of the subject, examination pattern, inter and external assessment, rules of observance and code of conduct etc.

5.2.5:- Does the institution have its website? If yes, what is the information posted on the site and how after is it updated?

Yes, our institution has its website:- www.dograeducationaltrust.org

Following information is posted on the site:-

- 1) Brief vision, mission, values and objective of the institution.
- 2) Introduction about the college.
- 3) Management body
- 4) Location
- 5) Facilities available
- 6) Admission procedure
- 7) Curricular and co-curricular activities.

- 8) Regulations related to internal assessment.
- 9) List of faculty members.
- 10) College committees
- 11) Course of study.
- 12) Proposed academic calendar.
- 13) Address for correspondence.

The information is updated on the site on regular basis.

5.2.6:- Does the institutions have a remedial programme for academically low achievers? If yes, give details?

Firstly low achievers are identified and a list of such students is prepared on the basis of evaluation regarding their class performance as well as internal assessment test. These identified students are provided with extra classes, tutorials, peer-teaching and team-teaching. Faculties also tries to find out the causes behind their poor performance and provides them guidance and counseling services and tries to motivate them. A continuous appraisal of progress made

by them is kept by the teacher. The main aim of the teacher is to improve their academic achievements by encouraging them to be punctual and attentive in the classrooms.

5.2.7:- What specific teaching strategies are adopted for teaching:

- a.) Advanced learners
- b) Slow learners

Students of the institution are classified into the following two categories on the basis of class tests, internal assessments tests and teachers evaluation.

- a) Advanced learners-

Specific teaching strategies adopted for advanced learners:

1. They are taught using those teaching strategies which help in developing divergent thinking problem solving and creative thinking among learners.
2. Such students are encouraged for self-study to increase their knowledge and avail the library facilities for this purpose.
3. Apart from academics, they are motivated to take part in various other activities of their interest like : Debate, Seminars, Symposiums etc.
4. Access to computer technology is also provided to them.

b) Slow learners-

These categories of students found in the college are not severe cases as most of them are graduates but still show characteristics of slow learners. To teach them, the faculty of the college adopts different teaching strategies for slow learners :

1. Such students of the college are identified and given extra coaching in groups where all the students are of same category under the concept of small group instruction.
2. Teachers pay special attention to them in the classroom as well to ensure effective learning.
3. Teachers try to develop healthy pupil-teacher relationship and a relaxed class room atmosphere which permits a normal and spontaneous expression of the student's personality.
4. The slow learners are motivated properly before teaching.
5. They are provided with graded material, if necessary, to overcome their learning difficulties.
6. They are also encouraged to take up different activities of their interest in the institution to ensure their overall development.
7. The faculty members keep a record of their achievement so that they can be motivated further and changes can be brought in teaching learning strategies if found necessary. The knowledge of the progress motivates the learners to compete against themselves.
8. They are also provided with guidance facilities to overcome their learning related handicaps.

5.2.8:- What are the various guidance and counseling services available to the students. Give details.

With the commencement of the session, the institution provides guidance and counseling facilities to the students to make them familiar with the various aspects of the B.Ed. course. They are also provided guidelines for writing assignments. They are given suggestions regarding the selection of textbooks and also the reference books to enhance their existing knowledge. They are further advised to make maximum utilization of the Library resources.

In addition to that, students are provided vocational guidance so that they become capable to choose a right vocation according to their own needs and interests.

In addition, students are provided guidance regarding how to plan their teaching lessons with the latest approaches through periodic orientation and extension lecture programs. In addition to that they are guided in an efficient way of teaching especially during their micro-macro teaching practice sessions. They are also guided to prepare good and useful teaching aids and how to make an efficient use of them in making their teaching performance more effective.

5.2.9:- What is the grievance redressal mechanism adopted by the institution for students ? What are the major grievances redressed in last two years ?

A formal grievance Redressal committee was initiated with the start of the session 2007-2008, which is headed by the principal of the college and it has five members from the faculty. In this regard college has a suggestion as well as their grievances if any without hesitation.

The grievances are recorded and addressed by the Principal in the presence of the committee members and a plan of action is prepared and implemented. Thereafter, a follow up plan is prepared to check the extent to which the grievance has been redressed and it is made sure that the grievance is not repeated again.

5.2.10:- How is the progress of the candidates at different stages of programs monitored and advised?

The B.Ed. programme is divided into two stages viz. theory and practice of teaching. The theory part includes classroom instruction; discussions, team-teaching, assignments, internal assessments tests etc. and the students are monitored at each level and are given advice according to their achievements / performance.

For practice of teaching, students are divided into various groups and are allotted teachers of the faculty (supervisors).

The students are given demonstration regarding the skills of teaching at micro levels and are made to master three skills out of five. The performance of pupil teachers at each step of micro-teaching is monitored by the supervisors and students are provided with feedback to further improve upon it.

For macro practice of teaching, students are monitored during the following activities:-

Preparing of Teaching Aids:

The teacher trainees are given practice of preparing different teaching aids related to the school teaching subjects offered by them. These are prepared for all twenty lessons to be delivered. Therefore, a workshop is held and charts, models and other teaching aids prepared by the students are displayed for award of marks by the committee of three teachers of the college i.e. Principal and two teachers.

Delivery of Macro Lessons :

Twenty macro lessons are delivered by each teacher trainee in actual class-room situation by the group supervisor allotted for the purpose. Each student has to deliver 2 lessons (one in each teaching subject per day). The supervisors observe and assess twenty macro lessons in all (ten in each teaching subject), provide them feedback, look to appropriate usefulness of the teaching aids used, raise the level of understanding of the trainees and help them to improve their confidence and presentation.

Criticism Lessons :

Two criticism lessons are delivered by each student (one in each teaching subject) in the respective group and are observed by the peer group, the supervisor, the school teachers and the committee constituted by the Principal for macro lessons. As the supervisor and the peer

group observe the lesson right from the start till the end, so all the steps are correctly observed and feedback is given at each step in writing form on the observation notebook and also in verbal form after the completion of the lesson. The preparation of lesson, introduction of the lesson, testing of previous knowledge of the students, preparation of instructional objectives and delivery of lesson (preparation, confidence, understanding and chalk-board writing), relevance and use of instructional aids at appropriate time and in correct manner, all these aspects are taken into consideration while evaluating a criticism lesson.

Observational Lessons :

Teacher trainees observe 20 lessons. At least one lesson of each teacher trainee of the peer group is observed and observations are recorded on their lesson plan books with suggestions for further improvement. This also gives feedback to the rest of the teacher trainees.

Internship :

Apart from teaching practice experience in school, checking the home task of students, maintaining attendance register, participating in staff-meetings, preparing written books e.g. notices, examination paper, letter to parents, maintenance of school records, knowledge of preparing school leaving certificates etc. Every practicing teacher has to observe three lessons delivered by any teacher of school staff as per the school time table and prepare a report of the same. A record of all these has to be kept by the teacher trainees as every day experience in the school. A note book has to be prepared by each student reflecting every day experience. The entire exercise is done under the supervision of the principal of the school who also awards the marks out of 30 in consultation with supervisor of the group.

Final Practice of Teaching :

Two external examiners are appointed for the conduct of final practice of teaching examination in the two opted teaching subject of each candidate. The subject teachers along with the supervisor allot lessons for the final practice of teaching and students are made to plan the lessons accordingly and prepare the teaching aids for the final lesson. The lessons are reviewed by the concerned subject teacher and the group supervisor to check the mistakes if any. Necessary guidelines for the final lesson are also given to the teacher trainees.

The students' performance at other stages of the programme i.e. seminars, debates, N.S.S. camps, rallies, morning assembly, awareness programme, sport meet, annual day function etc. are also monitored by the faculty and are given advise as per their needs and requirements.

5.2.11:- How does the institution ensure the students competency to begin practice teaching (Pre–practice preparation details) and what is the follow-up support in the field (practice-teaching) provided to the students during practice teaching in schools ?

The pre-practice preparation of the students includes three phases :-

1. Knowledge acquisition phase.
2. Skill acquisition phase.
3. Transfer phase.

During knowledge acquisition phase, the students are given orientation regarding the different skills (one at a time) in which the expert explain the concept of the skill, the rationale of skill and the components of the skill. Afterwards, they are given demonstration on the skill which the students observe and discuss with the expert and learn the expected behavior. The second phase is the skill acquisition phase wherein the students plan the lesson, teach the lesson and get feedback on their performance. The feedback is given in the form of verbal feedback, feedback through observation schedule and feedback from the peer group. The cycle of preplan-teach - feedback – re-plan-teach – re-feedback is repeated till the pupil teacher acquires then desired level of skill. Then the students are taught about the integration of skills and their various patterns which they have to do at the transfer phase i.e. practice of teaching in the various schools.

In the field they are guided and supervised by the supervisor who trains them regarding writing of the lesson plan, use of teaching aids, maintenance of confidence level, teacher pupil relationship and also gives them feedback on their performance in teaching as well as different aspects of internship and tries to develop them as effective teachers. The students are also advised ro make use of acquired skills during macro teaching practice (Transfer phase).

Even during criticism lessons, the performance of the pupil teacher is assessed right from the start of the lesson till the end and then a comprehensive feedback is provided to the pupil teacher. Such follow up support ensures pupil teachers effectiveness during practice of teaching and afterwards as well.

5.3:- Student Activities:

5.3.1:- Does the institution have an Alumni Association? If yes,

i) List the Current office bearers

ii) Give the year of the last election

iii) List Alumni Association activities of last two years.

iv) Give details of the top ten alumni occupying prominent

v) Give details on the contribution of alumni to the growth and development of the institution.

Yes, the college has an alumni Association but there is no practice of electing office bearers through the elections. The college has a tradition of inviting the exstudents of the college to attend different activities/functions organized by the college but no formal records of the same have been kept.

5.3.2:- How does the institution encourage students to participate in extra curricular activities including sports and games? Give details on the achievements of students during the previous academic session.

The institution encourages the students to participate in extra curricular activities including sports and games through the system of Awards and Rewards. At the end of the session, prize distribution function is held in which the outstanding students in different events are rewarded with prizes in the form of cups, trophies and medals. The detail of the students on their achievement during the last two years is as following:-

5.3.3: How does the institution involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material. Lists the major publication / materials brought out by the students during the previous academic session.

Every year our institution has the tradition of publishing college Magazine “ SHIKSHAK” through which all the students are encouraged and motivated to publish their articles. They are also involved to prepare articles for the display boards. These articles are selected appropriately by the concerned faculty members and are displayed at the appropriate places on rotational basis.

The major publication / materials brought out by the students during the previous academic session i.e. session 2013-2014 are as followings.

5.3.4: Does the institution have a student council or any similar body ? Give details on – constitution, major activities and funding.

The institution does not have a student council or any similar body, rather, we have a system of electing the class – representative, which are two in number from each section. These class representatives are responsible for dealing with various issues and problems of the students. They are the liaison between the students and the college administration.

5.3.5: Give details of the various bodies and their activities (academic and administration) related to the different aspects of the college mechanism, which have student representation.

These committees are :

- N.S.S. Committee

- Games and Sports Committee
- Library Committee
- Discipline Committee
- Student Welfare Committee

Wherein, the students give their full co-operation and involvement for the effective execution of these committees. Their ideas and suggestions are also taken consideration for the betterment and improvement.

5.3.6:- Does the institution have a mechanism to seek and use data and feedback from its graduates and from employees to improve the preparation of the programme and the growth and development of the institution ?

.The institution has a formal mechanism of seeking feedback from the students as well as the faculty members, on tge basis of which improvements are made in the programmes and development of the institution. The institution also seek feedback from the teachers and principals of the various practicing schools, during the macro-teaching practice, which helps us to improve our teaching practice programs in the schools.

5.4. Best practices in Student Support and progression:-

5.4.1.: Give details of institutional best practice in student support and progression ?

Institutional best practices in student support include special arrangements for physically challenged students, remedial programmes for academic low achievers, specific teaching strategies for teaching advanced learners, guidance and counseling services and grievance redressal mechanism.

To support physically challenged students, the teachers and other college staff are oriented to the problem of these students and are advised to have a healthy attitude towards them. These students area allotted sections / classrooms that are located on the ground floor.

The faculty gives them extra coaching as per their needs to ensure effective teaching and learning. Special attention is paid towards the social and emotional adjustments of such cases. Such students are also given access to book bank which provides books for one month with no

fine. Even the faculty also provides them guidance for writing of assignments, preparation of notes etc. They are also placed in the front rows of the classroom to ensure their easy mobility in placement and to ensure teachers attention to them. They are also provided with uniform, medical checkup and equipments (as Wheel chair) free of cost by the institution.

The institution has a remedial program for academically low achievers, as the faculty identifies the low achievers in the very beginning of the session as that these can be provided with special teaching programs. They identified on the basis of their performance in the classroom, in the class tests and during the discussions in the teaching learning process. A list of such candidates is prepared and is provided with extra classes, tutorials and peer-teaching. They are presented with learning materials by using aids and are tested to check their comprehension on the content through discussion, objective type tests and question answer technique.

Institution has a provision for the identification of students according to different categories of learners as advanced learners, average, slow learners and students with other learning difficulties and specific teaching strategies are adopted for teaching them.

Dogra College of Education provides guidance and counseling facilities to the students right from the commencement of the course till the end of the session. They are advised in the different ways to enable them to make efficient use of Library. Besides, students are provided vocational guidance so that they become capable to choose a right vocation according to their own needs and interests. College also provides counseling facility headed by the Principal in addition to faculty members; where in the students suffering from personal problems are given proper counseling.

The college has grievance redressal committee which is competent enough to handle the grievances of students and redress them as per their requirements. The students are encouraged to come up with suggestions and write their grievances if any hesitation and even discuss their grievances directly. The suggestion box is opened by the Principal in the presence of the members of the Grievance Redressal Committee and is looked into. The grievances are recorded, addressed and plan of action is prepared and implemented. Thereafter, a follow up plan is prepared to check the extent at which the grievance has been addressed and it is made sure that the complaints are not repeated again.

Institutional best practices in students progression further include provision of access to library and other education related electronic information, a.v resources, computer facilities, internet facilities, internet facility and information of different job opportunities available and placement through placement cell.

Additional Information to be provided by institutions opting for Re-accreditation/Re-assessment

1. What were the evaluative observations made under student support and progression in the previous assessment report and how have they been acted upon?

The evaluative observations made under students support and progression in the previous assessment report were as following:-

- Concession and financial support is not available for economically weak students.
- Social science, Debating Club etc have to be developed.
- Students' council has to be formed.

The above mentioned evaluated observations have been acted upon in the following ways:

Financial support is now available for economically weak students in the form of scholarships provided by the respective State governments.

Social Science, Debating club, Environmental club & population club have been developed.

Students' council has been formed.

2. What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to student support and progression?

The other Quality sustenance and enhancement measures undertaken by the institution with regard to student support and progression are as following.

- First of all is the provisions for different facilities as Science Lab, IT Lab, Language Lab, Psychological lab, Educational Lab, Sports and games, students Hostel, Space for cultural activities, classrooms, orientation/extension lectures, and likewise which have been made available by the institution for the students prior to the commencement of the B.Ed. course.
- The students are motivated to maintain high levels of performance through appropriate reward system, through continuous guidance and efforts to improve the quality of teaching- learning and evaluation.
- The college creates an open and non-threatening climate which helps the students in expressing their views freely and enabling them to realize their capabilities.
- Activities like peer-teaching, team teaching, panel discussion, Group discussion, tutorials etc. also help the students in their performance improvements.

CRITERION VI : GOVERNANCE AND LEADERSHIP

6.1.:Institutional Vision and Leadership

6.1.1: What are the institution's stated purpose, vision, mission and values ? How are they made known to the various stakeholders?

Purpose:-

- a. To spread knowledge through professional academic programmes of contemporary education system supported by the best administration practices.
- b. To promote quality education through continuous efforts, conviction and commitment.
- c. To lead as a most reliable institution providing most competitive education delivery system using A.V aids.
- d. To ensure better attendance percentage through out the session.
- e. To guide, conserve and develop precious human resources and values in multifarious spheres of activity so that the students develop as responsible citizens.
- f. To act as an experimental institution for which emphasis is to be laid on experimentation so as to make the teaching learning process more effective and also inculcate scientific attitude in students.
- g. To improve the result of the college by providing extra guidance, arranging tutorials giving tests, arranging special classes for weak students and by providing the students the best books in the library.
- h. To empower women and to help children of the deprived sections of the society.

Vision :

Our vision is to be socially responsible through developing 'Center Of Excellence' education system enabling young aspirants to add value to the society at large with their personal and professional acumen.

Mission :

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

Values :

Our stated values are thought, leadership, transparency, knowledge, sharing, justice and humility. Institution's stated purpose/ objectives, vision, mission and values in the form of framed posters are displayed at prominent places of the institution like reception hall, principal's room , college office, college library, estate officer's office, guest house, girls hostel, boys hostel, college canteen and staffroom. These are also incorporated in the college bulletin of information and prospectus as well as the college magazine.

6.1.2: Does the mission include the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, institution's traditions and value orientations ?

Yes, the mission includes the institution's goals and objectives in terms of addressing the needs of the society, the students it seeks to serve, the school sector, institution's traditions and value orientations.

6.1.3: Enumerate the top management's commitment, leadership role and involvement for effective and efficient transaction of teaching and learning processes (functioning and composition of various committees and board of management, BOG, etc.)

The college has management body and advisory body consisting of eminent educationist. The composition of board of management and advisory committee is as following:-

Members of Management Committee :

1. Th. Gulchain Singh Charak Chairman

(Chairman DET)

2. Prof. Desh Bandhu Member

(Director Colleges Development

Council University Of Jammu)

3. Prof. Gita Sumbali Member Syndicate

(Dept. of Botany, University Of Jammu)

(Nominee of VC)

4. Prof. Kulwant Kour

Member

(Dept. of Political Science,

University of Jammu)

5. Principal Govt. College of Education

Member

(Nominee Of State Education
Department)

6. Kr. S. D. S Charak

Member

(Secretary DET)

(Nominee of Chairman)

7. Mr. Punit Kohli

Member

(Advocate J & K High Court)

(Nominee of Chairman)

8. Prof. B. D. Damral

Member Secretary

(Director Cum Principal)

Dogra College of Education

9. Mrs. Shefali Sharma

Member

(Lecturer in Education)

(Nominee of Chairman)

Dogra College of Education

Members of Advisory Committee :

1. Prof. N. R. Sharma Prof &Head, Deptt of Educational Studies Central University of Jammu

2. Prof. Lokesh Verma Ex Head, Deptt of Education, University of Jammu.

3. Prof. M. L. Parwana Ex Principal, Govt. College of Education, Jammu

4. Prof. B. D. Damral Director-Cum-Principal, Dogra College of Education.

The college also has a selection committee constituted by the University of Jammu for the selection of suitable Teaching faculty.

6.1.4: How does the management and head of the institution ensure that responsibilities are defined and communicated to the staff of the institution ?

The responsibilities towards the institution are defined and communicated to staff through the following –

- a. Through periodic meetings between the head and the staff members.
- b. Through important circulars and notices from time to time.
- c. Through college time – table .
- d. Through periodic meetings between management, Head and staff members.

6.1.5: How does the management / head of the institution ensure that valid information (from feedback and personal contacts etc.) is available for the management to review the activities of the instruction ?

Valid information is available for the management / head of the institution to review the activities of the institution through the following sources:-

- a. Surprise visit by the management members.
- b. Monthly students' feedback regarding teachers.
- c. Feedback from the convenors of the various committees.
- d. Regular meetings between staff and management members.
- e. Suggestions given by the students as well as teachers in the suggestion box.
- f. Meeting between class representative students and management members.
- g. Annual University results.
- h. Final teaching practice supervised by the External Examiners.
- i. Meeting between hostellers and management members for providing better facilities like boarding, lodging etc.
- j. Annual Report of the college activities.

k. Press coverage regarding various activities organized in the college.

l. College magazine incorporating the photographic evidence of Extension lectures, exhibition, games & sports, N.S.S. camp.

6.1.6: How does the institution identify and address the barriers (if any) in achieving the vision / mission and goals?

The institution identifies and addresses the barriers in achieving the vision / mission and goals by the following:

a. Annual inspections carried out by university as well as Management members.

b. By organizing Management review meetings.

c. Feedback forms of the teachers filled in by the students.

d. Checking of instructional procedures going on in the College.

e. Supervising management of the College hostels, library, I.T lab.

f. Checking accounts at regular intervals.

g. IQAC also contributes towards identifying the barriers.

6.1.7: How does the management encourage and support involvement of the staff for improvement of the effectiveness and efficiency of the institutional processes ?

The management encourages and supports involvement of the staff for improving the effectiveness and efficiency of the institution in the following ways :

a. Extension lectures are given in the institution to enhance the knowledge of the students and the teachers.

b. By organizing different workshops, seminars, conferences etc.

c. The management encourages the teachers to make the use of power point presentations in their respective subjects for the effectiveness of their teaching.

6.1.8: Describe the leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of students.

Ans: The leadership role of the head of the institution in governance and management of the curriculum, administration, allocation and utilization of resources for the preparation of the students is based on the following activities during the course of the academic session. *Activities related to Governance and Management of the curriculum :*

- a. Formation of the proposed annual academic calendar and time – table for the B.Ed classes.
- b. Allotment of the subjects to the teachers according to the time – table.
- c. Making provisions for giving orientation to all the pupils about instructional programmes and activities systematically.
- d. Formulation of different committees and delegating the different tasks to the different committee members.
- e. Coverage of the Syllabus well in time.

Activities Related To Administration :

- a. Surprise visits to the college canteen, both boys and girls hostel, library, I.T lab, Science laboratory etc.
- b. Organizing the meetings with the convenors of different committees regarding the activities held in the College.
- c. Evaluating the performance of the individual teachers with the help of feedback forms which are filled in by the students monthly.
- d. Fulfilling the University norms regarding Admission process, Curriculum, Syllabus, Evaluation process, Examination system etc.

Activities Related to Allocation and Utilization of Resources :

- a. Providing well educated, experienced and trained staff.

b. Providing all the material resources e.g classrooms with proper ventilation, furniture, laboratory facility, library facility, canteen facility, first aid room facility, hostel facility, I.T. lab facility, play ground facility etc.

c. Ensuring proper utilization of the funds.

6.2 **Organizational Arrangement** :

6.2.1 Following is the list of the different Committees constituted by the institution for management of different institutional activities :

1. Admission Committee-

Prof. B. D. Damral Convenor

(Director Cum Principal)

a. Mrs. Shefali Sharama Member

b. Mrs. Poonam Gupta Member

2. Academic Affairs Committee-

Mrs. Shefali Sharma Convenor

a. Mrs. Bela Thakur Member

b. Mrs. Poonam Gupta Member

c. Mrs. Indu Puri Member

d. Mrs. Rashim Chib Member

3. Games and Sports Committee-

Mr. Shamsher Singh Convenor

a. Mrs. Neha Sambyal Member

b. Mrs Anshu Gupta Member

c. Mrs. Simpy Pandita Member

4. Social and Cultural Committee-

Mrs. Shafali Sharma Convenor

a. Mrs. Indu Puri Member

b. Mrs. Poonam Member

c. Mrs. Rajni Member

d. Mrs. Rashim Member

5. Library Committee-

Mrs. Bela Thakur Convenor

a. Mrs. Prerena Nanda (Librarian) Member

b. Mrs. Poonam Gupta Member

c. Mrs Indu Puri Member

d. Mrs. Vintee Kumari Member

6. IQAC (Internal Quality Assurance Cell)-

Prof. B.D. Damral (Director Cum Principal) Convenor

a. Mrs. Shefali Sharma Co-ordinator

b. Mrs. Poonam Gupta Member

c. Mrs. Bela Thakur Member

d. Mrs. Rashim Chib Member

7. Discipline Committee-

Mrs. Poonam Gupta Convenor

a. Mrs. Rashim Member

- b. Mrs. Neha Member
- c. Mr. Shamsheer Singh Member

8. Anti – Ragging / Students Grievances & Redressal Committee-

- Mrs. Rajni Manhas Convenor
- a. Mrs. Poonam Member
- b. Mrs. Neha Member
- c. Mr. Shamsheer Member

9. Canteen Committee-

- Mrs. Vintee Kumari Convenor
- a. Mrs. Rashmi Member
- b. Mrs. Neha Member
- c. Mrs. Anshu Member
- d. Mrs. Simpy Pandita Member

10. Hostel / Mess Committee-

- Mrs. Poonam Gupta Convenor
- a. Mrs. Rajni Manhas Member
- b. Mrs. Indu Puri Member
- c. Mrs. Bela Thakur Member

11. Infrastructure / Physical Verification Committee-

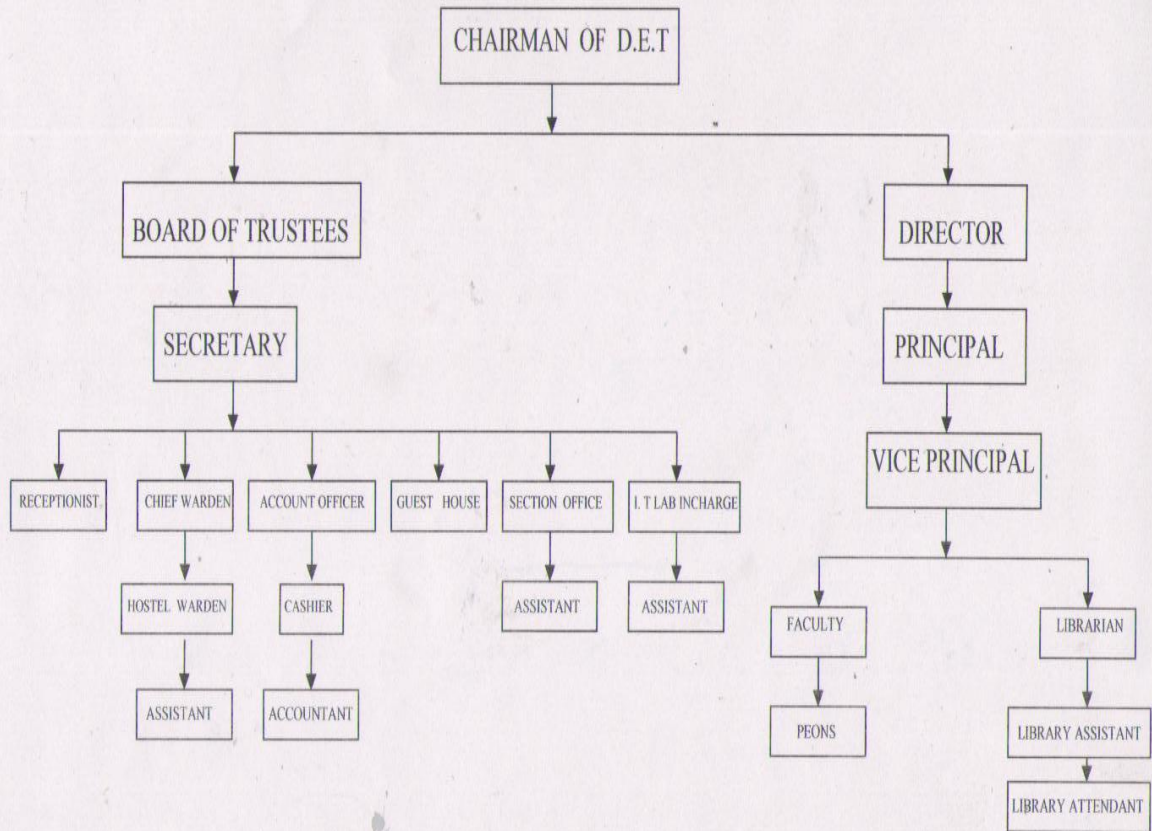
- Mrs. Indu Puri Convenor
- a. Mrs. Vintee Member
- b. Mrs. Anshu Member

c. Mrs. Neha

Member

6.2.2:- Give the Organizational structure and the details of the academic and administrative bodies of the institution.

DOGRA EDUCATIONAL TRUST



Members of Management Committee :

1. Th. Gulchain Singh Charak (Chairman DET)	Chairman
2. Prof. Desh Bandhu (Director Colleges Development Council University Of Jammu)	Member
3. Prof. Gita Sumbali (Dept. of Botany, University Of Jammu)	Member Syndicate (Nominee of VC)
4. Prof. Kulwant Kour (Dept. of Political Science, University of Jammu)	Member
5. Principal Govt. College of Education	Member (Nominee Of State Education Department)
6. Kr. S. D. S Charak (Secretary DET)	Member (Nominee of Chairman)
7. Mr. Punit Kohli (Advocate J & K High Court)	Member (Nominee of Chairman)
8. Prof. B. D. Damral (Director Cum Principal) Dogra College of Education	Member Secretary
9. Mrs. Shefali Sharma (Lecturer in Education)	Member (Nominee of Chairman)

Dogra College of Education

Members of Advisory Committee :

1. Prof. N. R. Sharma Prof &Head, Deptt of Educational Studies Central University of Jammu
2. Prof. Lokesh Verma Ex Head, Deptt of Education, University of Jammu.
3. Prof. M. L. Parwana Ex Principal, Govt. College of Education, Jammu
4. Prof. B. D. Damral Director-Cum-Principal, Dogra College of Education.
- 5.

6.2.3 To what extent is the administration decentralized? Give the structure and details of its functioning

The administration is totally decentralized except finance matters. The structure of Decentralized administration is as given under 6.2.2. The Trust of the college takes the responsibility to ensure that its mission, vision, values and objectives are realized through the activities of the institution.

The Trust ensures that development plans of the college do not suffer due to paucity of funds.

The Trust ensures the recruitment of competent persons for teaching and non-teaching faculty.

The Trust takes the responsibility to start new courses of study

The Trust monitors the functioning of the institution from time to time.

The administration is decentralized and each level of administration functions as per its duties and responsibilities ascertained by the Chairman/Director and Principal of the college.

6.2.4: How does the institution collaborate with other sections / departments and school personnel to improve and plan the quality of educational provisions ?

The institution collaborates with other sections / departments and school personnel to improve and plan the quality of educational provisions. Dogra College of education is having linkages with the different schools especially those identified for the practice of teaching purpose and for providing consultancy services. The Practice of teaching session/plan is developed in partnership cooperatively involving the school staff and mentor teachers. The supervisor and pupil teachers share experiences regarding designing, evaluation and delivery of practice of teaching schools and enhance the quality of teaching. Feedback is collected from the supervisor, peer group and from the head of the different practice of teaching schools which helps the supervisors and the institute to evaluate present system of practice of teaching and make necessary amendments regarding the same. The faculty collaborates with other colleges for organizing and attending conferences/ seminars/ workshops/ debates/ symposiums/ rallies and other competitions. So far as University faculty is concerned, the faculty of Dogra College of Education invites them for delivering extension lecture, for assessing students during practice of teaching, final lessons etc. The faculty from different departments of University of Jammu is invited to address the students on different functions and to organize different extension activities in collaboration with the institution. The faculty of the college also attends refresher courses, orientation courses and training courses meant for the staff of the different colleges organized by the University of Jammu.

6.2.5: Does the institution use the various data and information obtained from the feedback in decision-making and performance improvement ? If Yes, give details.

Yes, the institution uses the various data and information obtained from the feedback in decision making and performance improvement. The institution takes the feedback by the students regarding the performance of the teachers. On that feedback the head of the institution plans for further improvement. The students also give their suggestions in the suggestion box which is placed in the college premises. The head also organizes meetings regarding syllabus coverage, co-curricular activities, and the methods used for the improvement in teaching learning process. The feedback mechanism and the evaluation of data is done mainly by IQAC which has to access the shortcomings of different processes and analyze the suggestions obtained for further improvement of the program quality in all. The program quality is reviewed in terms of the total B.Ed. program including curricular, co- curricular and extra-curricular programmes planned and executed and are evaluated and revised to achieve the objective of best quality.

6.2.6: What are the institution's initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty ? (skill sharing across department creating / providing conducive environment).

The initiatives in promoting co-operation, sharing of knowledge, innovations and empowerment of the faculty are :

- The institution has the culture of openness. Every person can give the suggestions for the improvement of the institution.
- The institution believes in teamwork.
- The institution organizes seminars, workshops, orientation lectures, refresher courses, symposiums for enhancing the knowledge.
- Healthy discussions between faculty members and head of the institution.
- The faculty members use innovative ideas and innovative techniques in teaching learning process.

All these factors help in skill sharing across the departments and also in providing conducive environment in the institution.

6.3 STRATEGY DEVELOPMENT AND DEPLOYMENT

6.3.1: Has the institution an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution ?

Yes, the institution has an MIS in place, to select, collect align and integrate data and information on academic and administrative aspects of the institution.

6.3.2: How does the institution allocate resources) human and financial) for accomplishment and sustaining the changes resulting from the action plans?

The institution allocates resources (human and financial) as per the requirement and enrolment of the students every year.

6.3.2: How are the resources needed (human and financial) to support the implementation of the mission and goals planned and obtained ?

The human resources needed to support the implementation of the mission and goals are:-

1. Management
2. Teaching faculty
3. Students
4. Peons
5. Accounts officer, Accounts staff
6. Librarian / Library staff
7. Hostel warden
8. Receptionist
9. Drivers
10. Sweepers
11. Gardeners
12. Guards
13. Computer expert
14. Liaison officer
15. Supervisor
16. Gate keepers

Financial resources of the institution have undergone a major change. The enrolment during the year 1994-95 (the year of establishment of the college) was 80 only which has now increased to 334. Consequently the Financial resources of the institution have also increased manifold. The financial resources of the institution are being utilized judiciously to support the implementation of the mission and goals of the institution.

6.3.4: Describe the procedure of developing academic plan. How are the practice teaching school teachers, faculty and administrators involved in the planning process ?

Before the start of the session the tentative academic plan is prepared in advance by the committee. The different committee convenors and their members plan regarding their work. In this way faculty members and administration is involved in the planning process.

6.3.5: How are the objectives communicated and deployed at all levels to assure individual employee's contribution for institutional development?

To ensure individual employees contribution for institutional development the objectives are framed and deployed at all the prominent places of the institution i.e.. Reception hall, Principal office, Staff room, Hostel, Library, Guest-house etc. In this way these objectives are communicated at all the levels.

6.3.6: How and with what frequency are the vision, mission and implementation plans monitored evaluated and revised?

The objectives and implementation plans of the institution are monitored, evaluated and revised on the basis of management review meetings which are conducted twice during the session. In addition, internal audit of the institution regarding its objectives and plans is also carried out by the Internal audit of the institution regarding its objectives and plans is also carried out by th Internal Quality Assurance Committee twice during the session. The plans and objectives are also reviewed keeping in view the changes regarding issues of national development, ecology and environment, value orientation,

globalization and demands etc. the vision and mission of the institution are reviewed and revised after a time gap of five years.

6.3.7:- How does the institution plan and deploy the new technology ?

The institution plans and deploys the new technology according to the educational needs of the students. The faculty members use audio visual aids in teaching learning process. They also teach some topics with the help of power-point presentation, overhead projectors etc. The internet facility is also available for the faculty and for the students in the institution.

6.4 HUMAN RESOURCE MANAGEMENT

6.4.1: How do you identify the faculty development needs and career progression of the staff ?

Faculty development needs and career progression of the staff are identified by the following:

- a. The institution encourages faculty members for their career progression in terms of their academic enhancement and enrichment.
- b. The faculty members are encouraged to participate in the seminars / workshops / conferences at State and National levels.
- c. They are also encouraged to qualify for the NET / SLET and involve themselves in research activities leading to M.Phil. / Ph. D .degrees.

6.4.2: What are the mechanisms in place for performance assessment (teaching, research, service) of faculty and staff? (Self- appraisal method, comprehensive evaluations by students and peers). Does the institution use the evaluations to improve teaching, research and service of the faculty and other staff?

Feedback forms are used for the performance assessment of the faculty members and these forms are filled by the students. The institution also uses the evaluations to improve teaching, research and service of the faculty and other staff.

6.4.3: What are the welfare measures for the staff and faculty? (Mention only those which affect and improve staff well-being, satisfaction and motivation).

Following are the welfare measures for the staff and faculty :

- a. Medical facility through ESI.
- b. Research facility.
- c. Hostel facility.
- d. Equal work load to all faculty members.
- e. Yearly increment to all the faculty members and staff.
- f. Dearness allowances given to the staff.
- g. Guest House facility.
- h. Generator facility.

6.4.4: Has the institution conducted any staff development programme for skill up-gradation and training of the teaching and non-teaching staff ? If yes, give details.

Yes, for this purpose the institution conducts workshops related to Computer literacy, Smart class, Extension lectures, Seminars and Group discussions among the teachers.

6.4.5: What are the strategies and implementations plans of the institution to recruit and retain diverse faculty and other staff who have the desired qualifications, knowledge and skills (recruitment policy, salary structure, service conditions) and how does the institution align these with the requirements of the statutory and regulatory bodies (NCTE, UGC, University etc.) ?

Recruitment policy :

Firstly the vacancies of teaching, non-teaching and other staff are advertised through the different news papers and website. Then the management invites the selection committee of the University of Jammu to conduct the interview for selection of the teaching staff. The non-teaching and other staff is appointed by the Management of the Trust.

Salary Structure:

The salary structure for the teaching and non-teaching staff is as per the guidelines of the University of Jammu.

Service Conditions :

- a. Timing for teaching staff is 9:00 AM to 3:15 PM and for non-teaching staff is 9:00 AM to 5:00 PM.
- b. Prior information for leave is to be given to the higher authorities.
- c. Timely coverage of the syllabus prescribed by the University of Jammu.

In order to ensure the retention of the teaching faculty, the management of the institution has taken the following steps:-

- 1) Provision of U.G.C scale.
- 2) Conducive environment within and outside the classrooms.
- 3) Equal workload for the teaching faculty (3 periods each)
- 4) Provision of study leave.
- 5) Facilities like transport, mess, reprographic, computer, internet etc.
- 6) Provision for professional development through refresher courses/seminars/conference/workshops.
- 7) Provision of rewards for the faculty.
- 8) Secretarial support for the development of instructional material/research activities.

6.4.6: What are the criteria for employing Part-time / Adhoc faculty? How are the Part time / Adhoc faculty different from the regular faculty? (E.g. Salary structure, work load, specializations).

Criteria :

In this institution, all the faculty members are appointed by the selection committee but if any person leaves the job or goes on long leave (e.g maternity leave) in the middle of the session then part time / adhoc faculty is employed.

The Part time and adhoc faculty is different from the regular faculty e.g. in salary scale. The regular faculty gets the salary as per U.G.C norms but the part time and adhoc faculty gets the consolidated salary. Workload for part time faculty is less than the workload of regular faculty.

6.4.7: What are the policies, resources and practices of the institution that support and ensure the professional development of the faculty ? (E.g. budget allocation for staff development, sponsoring for advanced study, research, participation in seminars, conferences, workshops etc. and supporting membership and active involvement in local, state, national and International professional associations).

Ans: For professional development of the faculty, the institute organizes seminars, workshops, conferences etc. The institute also encourages the faculty members to participate in the seminars and workshops in different colleges at State and National level.

6.4.8: What are the physical facilities provided to faculty ? (Well maintained and functional office, instructional and other space to carry out their work effectively).

Following physical facilities have been provided to the faculty to carry out their work effectively :

- a. Staff room facility.
- b. Separate almirah for every faculty member.
- c. Transport facility.
- d. Well ventilated classrooms.

- e. Internet facility.
- f. Separate sitting arrangement for faculty members in Library.
- g. Photostat facility.
- h. Guest house facility.
- i. Pantry facility.

6.4.9 What are the major mechanisms in place for faculty and other stakeholders to seek information and / or make complaints?

For seeking information, the mechanisms for faculty and stakeholders are :

- a. Telephonically.
- b. College website.
- c. Through Notice board.
- d. College Magazine.
- e. College Brochure.
- f. Principal's Office.
- g. Management.

For making complaints the major mechanisms are :

- a. Suggestion Box.
- b. Telephonically.
- c. Principal's Office
- d. Management.
- e. Faculty Members.

f. Liaison Officer.

6.4.10: Detail on the workload policies and practices that encourage faculty to be engaged in a wide range of professional and administrative activities including teaching, research, assessment, mentoring, working with schools and community engagement.

The head of the institution distributes the work equally among the teachers. Every teacher takes three periods in a day. Meanwhile they involve themselves in administrative activities, assessment, research, preparation of notes for the students, enhancing knowledge through different books, journals, magazines and working with schools and community.

6.4.11: Does the institution have any mechanism to reward and motivate staff members ? If yes, give details.

Yes, the institute has mechanism to reward and motivate staff members by giving awards to teaching and non-teaching staff on Annual day. Our management also motivates and appreciates the work done by the convenors and the members of different committees. The institution gives yearly increments to teaching and non-teaching staff for motivating them to do better work. The institution also has the provision for additional increments to NET / SLET teachers.

6.5 FINANCIAL MANAGEMENT AND RESOURCE MOBILIZATION

6.5.1: Does the institution get financial support from the government? If yes, mention the grants received in the last three years under different heads. If no, give details of the source of revenue and income generated.

The institution does not get any financial support from the government. But, the source of revenue is the fee which is charged by the University of Jammu @ Rs 27,155/-per student and allocated to the college after making necessary deductions under different categories. In addition, the college fee is charged @ Rs 5240/- per student.

INCOME -

SESSION	AMOUNT
2010- 2011	Rs 9917756
2011- 2012	Rs. 10863833
2012- 2013	Rs. 11087648

6.5.2: What is the quantum of resources mobilized through donations ? Give information for the last three years.

There is no donation system in our institution.

6.5.3: Is the operational budget of the institution adequate to cover the day – to – day expenses? If no, how is the deficit met ?

Yes, the operational budget of the institution is adequate to cover the day – to – day expenses.

6.5.4: What are the budgetary resources to fulfill the missions and offer quality programs? (Budget allocations over the past five year depicted through income expenditure statement, future planning, resources allocated during the current year and excess / deficit).

The budgetary resources to fulfill the mission and offer quality programs in terms of budget allocations over the past five years are:-

2012-13	2011-12	2010-11	2009-10	2008-09
Rs 7931586	Rs 7900569	Rs7848522	Rs 6799941	Rs. 8925383

The institution intends setup a separate wing/block for M.Ed. course programme.

Resources allocated during the current year are:-

Building

Furniture

Equipment

Salary

Miscellaneous

6.5.5: Are the accounts audited regularly? If yes, give the details on internal and external audit procedures and information on the outcome of last two audits. (Major pending audit paras, objections raised and dropped).

The accounts are audited regularly. There is no provision for internal audit in the institution. Only, the external audit is conducted in the institution.

The External audit is conducted by the chartered accountant. The trust of the institution i.e. Dogra Educational Trust appoints Chartered Accountant for the external audit. The Chartered Accountant sends a team of 2 to 3 accountants who audit the accounts over a time period of ten days approximately. The chartered accountant then issues report to the trust.

6.5.6: Has the institution computerized its finance management systems ? If yes, give details.

The institution has computerized all its finance management systems for the maintenance of all the account books of the trust..

6.6 BEST PRACTICES IN GOVERNANCE AND LEADERSHIP

6.6.1: What are the significant best practices in Governance and leadership carried out by the institution?

The governing body of the institution is working to attain the objectives, vision, mission and values set up by the institution. It is working hard for the growth of education in the region and has set up college of Education, Law college, Institute of Education and Teacher Training and Degree College. The governing body has also felt the need of ISO certification as well to raise the standards of education and has attained the ISO certification through SGS certifying body. For the governance, there is advisory body to give its valuable advice on academic and administrative decisions. For immediate decisions, the trust office is functioning within the campus with Chairman Office and Secretary Office.

For the efficient governance and leadership, administration is decentralized with delegation of powers among the heads of different departments/committees and their members. There is provision of training for the staff to ensure effective functioning of different departments /units of the college. The institution provides infrastructure facilities and congenial atmosphere for the staff and students for the sustenance of quality education in the institution. The leadership gives due attention to the social outreach programmes that help in maintain better institution- community relationship and ensure better quality of programmes through feedback. Thus the institution tries to ensure best practices in governance and leadership for the betterment of the institution as a whole.

ADDITIONAL INFORMATION TO BE PROVIDED BY INSTITUTIONS OPTING FOR REACCREDITATION/RE-ASSESSMENT

- 1) What were the evaluative observation made under Governance and Leadership in the previous assessment report and how have they been acted upon?

The following Evaluative observations were made in the previous assessment report:-

- The academic leadership has to rationalize the administration.
- Decentralized decision making needs encouragement.
- Management structure needs to be developed.
- There is absence of decentralization of decision making.
- No linkages with Local Govt. administrative bodies.
- The management pays differential salary to the faculty.
- Self-appraisal, peer evaluation and student evaluation mechanism are to be formalized for better staff development.
- Computerization of finance, admission and administration is yet to be attained.

The Evaluative observations have been acted upon in the following ways:-

- The academic leadership has rationalized the administration and decentralized decision making is being encouraged.
- Management structure has been developed and concept of participative management has been evolved.
- Linkages have been established with local govt. bodies.
- Salary fixation has been revised and rationalized.
- Facilities are available for provident fund, health care and leave Financial Management and administration has been partially computerized while admission process has been fully computerized..

Q.2:- What are the other quality sustenance and enhancement measures undertaken by the institution since the previous Assessment and Accreditation with regard to Governance and leadership?

The other Quality sustenance and enhancement measures undertaken by the Institution with regard to governments and leadership are:-

All the physical facilities like building, playfield, indoor games hall, indoor auditorium, conference hall, Psychological lab, IT Lab, library, canteen, A.V. lab and methods labs have been improved upon, Power point presentation are being used for orientation programmes, Demonstration programmes and classroom teaching-learning process. Computerization of admission process, financial management and academic administration has been put into place.

CRITERION VII : INNOVATIVE PRACTICES

7.1 INTERNAL QUALITY ASSURANCE SYSTEM

7.1.1 The IQAC was established in the year 2007. At present, its composition is as follows :

➤ Prof. B.D. Damral	(Director-Cum-Principal)	Convenor
➤ Mrs. Shefali Sharma	(Vice-Principal)	Co-ordinator
➤ Mrs. Poonam Gupta	(Lecture)	Member
➤ Mrs. Bela Thakur	(Lecture)	Member
➤ Mrs.Rashim Chib	(Lecture)	Member

The major task of the IQAC is to ascertain good quality management system (QMC), to ensure its continual compliance through internal audits, management reviews and by fulfilling the gaps and non-compliances through corrective and preventive actions. The prominent activities to be undertaken by IQAC, preferably consider assurance of quality of Academic programme through the following measures:

1. Effective Instructional Approaches like:

- a. Implementation of the curriculum effectively.
- b. Conduct of Micro and Macro teaching practice.
- c. Internal Seasonal tests.

2. Team Teaching.

3. Peer Teaching.

4. Organization of Co-curricular activities.

5. Organization of Extension Lectures.

6. Group Discussions.

7. Panel Discussion

8. Conduct of Workshops

9. Quiz Competitions.

10. Debates

11. Symposiums

12. Feedback Mechanism

In collaboration with Admission and registration section, Administrative section, Library, IT Lab etc., it ensures Quality Management System as well as Quality Enhancement System.

To review the functioning of the cell and plan corrective measures and to sustain the quality for improved Quality Management System, IQAC convenes regular meetings with Principal and the Management.

7.1.2 To evaluate the achievement of goals and objectives, the various units of the institution work effortlessly in this regard. Various committees are also constituted to support the respective units. Evaluation is also done through feedback from the students and the faculty members related to various processes and activities of the institution including academics as well as co-curricular aspects.

7.1.3 Our institution has an academic manual which holds the academic planning and academic delivery management. At the initial stage, the students are oriented regarding the various subjects of the course and the time table. During the session, students are subjected to the internal assessment tests, assignments, extension lectures, practicals for IACT and also the other co-curricular activities.

Before the commencement of teaching practice i.e. micro and macro teaching, students are prepared through demonstration on various skills as well as demonstration of different lessons on various school subjects. They are also encouraged to prepare and make use of various types of teaching aids during the practice of teaching programme in the schools.

7.1.4 As per the norms of the Institution, the internal administration and management is responsibility of head of the Institution who directs day to day programmes and activities. The functions of the Administration include the effective Management of human, material and abstract resources. For the smooth and effective execution of the process, decentralization of responsibilities is done. There are number of sub-systems for which delegation of power among

the competent persons is done and good communication, positive and constructive approach in this regard is ensured by the head through the over all supervision.

Before the commencement of the session, a proposal is prepared on the basis of new schemes and plans of the college based on the survey of the institution and accordingly a proposal is submitted to the managing body. Thus the financial Management is done through the Accounts office of Dogra Educational Trust.

- 7.1.5 For assessing and evaluating the overall performance of the organization and to share the good practices with the various constituents of the institution, regular meetings of Academic and Administrative bodies are conducted i.e. governing body and management, IQAC and Internal committees constituted for the quality improvement of the institution processes.
- During these meetings, ideas are shared amongst the various members for identifying the qualitative practices and further planning is done for the implementation of these practices through proper and maximum utilization of resources.

7.2 INCLUSIVE PRACTICES

- 7.2.1 The teachers identify and classify the students into categories depending upon their learning needs and interests so that they can be motivated for effective learning. The educational needs of the students having learning disabilities and slow learning capacity are addressed by inclusive education. The organization of different curricular, co-curricular and extra curricular activities are carried on to bridge the gap between the students of different intellectual capacity. In this regard, the teachers are also sensitized to issues of inclusion through the extension lectures on inclusive education.
- 7.2.2 The provisions in the academics plan for the students to learn about inclusion and exceptionalities are that as a part of B Ed. Curriculum they are delivered lectures in the classrooms about the identification of different types of pupils in the class i.e. gifted, average, slow learners, physically and mentally retarded, delinquents and students with learning disabilities. The students also learn the characteristics of such type of children and the educational provisions for them in the form of inclusive education. The various forms of gender differences and their impact upon learning also constitute a part of B Ed. curriculum.

7.2.3 The various activities envisioned in the curriculum to create learning environment that foster positive social interaction include various extension activities and social outreach programmes wherein the institute invites community members, school children and residents of adjoining villages to attend the functions organized by the college and also the students get an opportunity to interact with them. Even students are engaged in raising money for relief works for army welfare, for old age homes etc. which helps them to develop their social skills. For community orientation, Dogra College of Education organizes awareness campaigns, literacy drives, plantation drives, talks of experts on agriculture, health and hygiene, sanitation, common diseases, AIDS etc. to orient the community regarding these various aspects. The co-operation of the community is ensured while planning and implementing the community-centered activities. Under N.S.S. and Social out reach programmes, there is enough scope for free exchange of ideas and mutual co-operation between the community and the college on regular basis from time to time. For community orientation, certain community centered activities are undertaken by the College which are as under :-

Physical Activities : Cleaning the environment, plantation drive, awareness regarding environment etc.

Literary Activities : Literary campaigns, adult education programmes, literary workshops for children living in slum areas etc.

Activities related to Removal of Social Evils : Performing of skits on Dowry System, AIDS, Pardha Pratha, Female Foeticide, Drug abuse, Domestic Violence etc.

Cultural Activities : Display your Talent, Annual Function, Exhibition-cum- Workshops etc.

To ensure active engagement in learning with self motivation, the students are provided with the knowledge of results / performance at sessional tests, class tests, assignments etc. This helps to motivate the students to further improve their learning as per needs and requirements.

The teacher educators employ a combination of lecture method, discussion method, interactive and participatory approach in transaction of theory. Explanations and justifications are developed with the active involvement of students and the content is discussed rather than being taught. The faculty makes conscious efforts to elicit the responses from the students rather than giving them the information. For active learning, students are engaged in the use of

resources beyond the faculty such as library, website, focus group, individual projects, simulation, peer teaching, role playing, internship, practicum etc.

7.2.4 The institution ensures that the student teachers develop proficiency for working with the children from diverse backgrounds and exceptionalities. The student teachers are encouraged to develop knowledge regarding the different types of children in the class, their socio-economic status, language, religion, geographical location and exceptionalities i.e. brilliant, average, below average, slow learners, students with learning disabilities, physically or mentally handicapped students, students with speech defects, delinquents etc. and plan teaching according to their needs. The pupil teachers are encouraged to make the classroom climate conducive for all the diverse population in the class. The pupil teacher are also helped to follow a multi-cultural curriculum. Such type of curriculum includes cultural programmes, folk dances, folk songs, programmes based on display of cultural items, debates, seminars, discussions etc.

7.2.5 The Dogra College of Education identifies and addresses to the special needs of the physically challenged and differently-abled students enrolled in the institution. Physically challenged students are distributed into 2 categories- orthopaedically handicapped and health impairments for the purpose of special education.

The curriculum is the same for all the students as prescribed by the University thus it cannot be altered but the process of teaching and learning is planned to some extent to meet their handicaps.

First of all, the teachers and other college staff are oriented to the problem of these students and are advised to have a healthy attitude towards them, These students are allotted sections classrooms that are located on the ground floor.

To issue library books, the attendant of the library is sent to these students and are issued books at their place of convenience preferably on the ground floor and signatures are taken there. The faculty gives them extra coaching as per their needs to ensure effective teaching and learning as they are usually not regular in attending the institution because of one reason or the other. Special attention is paid towards their social and emotional adjustment.

Such students are also given access to book bank which provides books for one month with no fine. Even the faculty also provides them guidance for writing of assignments, preparation of notes etc. They are also placed in the front rows of the classroom to ensure their easy mobility in placement and to ensure teacher's attention towards them.

7.2.6 The institute is alive to the gender sensitive issues and handles them in a positive way. In our institution, there is provision for the female students that in case of harassment (physical / mental) by any person of the institution, she can report to the head of the counseling cell / committee regarding the same and her identity is kept secret. The counseling cell looks into the matter, talks to the candidate and the person against whom the complaint has been reported and tries to get the exact picture. Then the matter is solved after mutual discussions. In case of severe grievance, the matter is forwarded to the principal to report it to the managing body who finally takes the decision. In addition, the college has services of expert counsellor for the students. So far no such case of severe intensity has been reported in the institution barring negligible number of cases of least intensity and have been sorted out at the level of the counseling cell itself.

7.3 **Stake – Holder Relationships :**

7.3.1 Through the institutional publications like college magazine, brochure / prospectus, the stakeholders come to know about the general activities of the students and the institution and the organizational performance. The annual college magazine has a photographic evidence of the extension lectures, exhibitions, games and sports, NSS camp, workshops etc. which helps the stake holders to know about the organizational performance.. Such publications also serve a valuable purpose in bringing together information important for the institution in a convenient form for ready reference. It gives insight into the tangible character of the institute. It also explains the opportunities available to the students, the academic offering available, the out of class activities, annual report of the college presented at the annual day function, sports meet etc. The various activities of institution are also given press / media coverage, to provide access to the information on organizational performance to the stake-holders.

7.3.2 The Dogra College of Education has an internal quality assurance system to ensure quality of its academic program, administration and financial management processes. The performance on these programs / processes is gathered in the form of performance indicator sheet depicting performance along with unit of measurement separately for academics, administration, library, IT lab., etc on monthly basis. Here the targets are fixed and are compared to those achieved and this helps the IQAC to evaluate the achievements of the different sections of the institutions. On the basis of monthly report, a MIS (Management Information System) sheet is filled to get an overview of the total performance during the year session. It helps to evaluate the success and failure of various processes, and the levels at which the success and failure have been achieved. To assess the satisfaction or dissatisfaction of students and stake-holders, we have formal

feedback form and other informal ways to collect the data. This helps to evaluate the success and failures of different programs along with satisfaction and dissatisfaction of the students and stake-holders and are further used to bring qualitative improvement of the overall functioning of the institute.

- 7.3.3 For quality sustenance and quality enhancement, the institution invites feedback / suggestions from the students, employees, community and graduates of the college with reference to programme quality in order to review the areas of weakness and redundancy. Dogra College of Education analyses and uses the

outcomes from the feedback to review and identify the areas of improvement and ensures program quality through IQAS- Internal Quality Assurance System. The effectiveness of program quality is assessed in terms of satisfaction of the stake- holders and the community as a whole. The institution takes the criticism and suggestions from the students, professional community and other stake-holders in a positive way and then makes use of the information to bring about desired changes in the functioning of different units / subunits of the institution to ensure program utility. The feedback mechanism to collect the data is both formal and informal and the evaluation of data is done mainly by IQAC. The program quality is reviewed in terms of the total B.Ed. program including curricular, co-curricular and extra-curricular programmes planned and executed and are evaluated and revised to achieve the objective of best quality.

Additional Information to be provided by institutions opting for Re-accreditation

1. How are the core values of NAAC reflected in the various functions of the institution?

The core values of NAAC are being reflected in the institutional functioning in the following ways.

- i) **Contributing to National Development:-** Being located in a rural setting, the institutions is serving the cause of social justice and equity. The institution provides the best Quality education, both in theory and practice to trainee the students teachers in the best possible way so the they contribute to the national development by becoming effective teachers.

- ii) **Fostering global competencies among students:-** The institution makes use of innovative practices like peer teaching, team teaching, group discussions, orientation and demonstration programmes, teaching practice of Micro and macro lessons, collaborations with practicing schools, sports, debates and Quiz competition, N.S.S camps and display your talent programs in order to foster global competencies among students.
- iii) **Inculcating a value system among students:-** The institution promotes a desirable value system among students by involving them in many types of curricular, Co-curricular and cultural activities.
- iv) **Promoting use of Technology:-** The Institution makes use of technological advancements and innovations in educational transactions alongwith ICT resources in order to promote the use of Technology. In this regards, the following sources are used:-
 - Computer**
 - Video Camera**
- v) **Quest for Excellence:-** In order to develop a Quest for excellence in the institution Internal Quality Assurance cell, Steering Committee, Advisory Committee, Academic Affairs Committee and Management Committee are functional. In addition the institution is also.

Manual for Self-appraisal of Teacher Education Institutions

3. MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

Weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33		
Admission and Orientation																																			
Theory																																			
Tutorials/Seminars																																			
Sessional Work - Tests & Assignments																																			
Practical Work																																			
Preparation of Internship: Demonstration / observation of lessons / micro teaching / simulations																																			
Practice Teaching/ Internship																																			
Co-Curricular Activities																																			
Working with community/ project work																																			
End-Term Examination																																			

Note : A week is of six working days and a day is of six clock hours
 The table should cover the entire academic session and may be extended as per the requirement

3. MAPPING OF ACADEMIC ACTIVITIES OF THE INSTITUTION

Weeks	31	30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	
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P. KINCARA
 Jyoti College of Education
 151, Kirti Nagar, Delhi


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Declaration by the Head of the Institution

I certify that the data included in this Re-Accreditation Report (RAR) are true to the best of my knowledge.

This RAR is prepared by the institution after internal discussions, and No part thereof has been outsourced.

I am aware that the Peer team will validate the information provided in this RAR during the peer team visit.


Signature of the Head of the Institution 16/07/14
With seal:

Place: *Bani Brahms*

Date: *16-07-2014*