



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

Part A	
Data of the Institution	
1.Name of the Institution	Dogra College of Education
• Name of the Head of the institution	Dr. Vikesh Kumar Sharma
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01923295246
• Mobile No:	9596734637
• Registered e-mail ID (Principal)	principal.dogracollege@gmail.com
• Alternate Email ID	isodogradet@gmail.com
• Address	Dogra College of Education, Maluk Bhawan, Bari Brahmana, Samba (J&K)
• City/Town	Bassi Kalan, Bari Brahmana, Samba
• State/UT	Jammu and Kashmir
• Pin Code	181133
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Semi-Urban				
• Financial Status	Self-financing				
• Name of the Affiliating University	University of Jammu				
• Name of the IQAC Co-ordinator/Director	Dr. Shefali Sharma				
• Phone No.	01923295246				
• Alternate phone No.(IQAC)	019232220600				
• Mobile (IQAC)	9086443670				
• IQAC e-mail address	isodogradet@gmail.com				
• Alternate e-mail address (IQAC)	principal.dogracollege@gmail.com				
3.Website address	www.dogracollegeofeducation.com				
• Web-link of the AQAR: (Previous Academic Year)	https://www.dograeducationaltrust.com/admin_panel/files/5202224034319.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.dograeducationaltrust.com/dogra_education/calendar.aspx?type=bed				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	C	1.78	2009	08/03/2009	07/03/2014
Cycle 2	B	2.61	2015	16/04/2015	30/04/2020
6.Date of Establishment of IQAC	01/11/2007				
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	nil	Nil	nil
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		2		
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> • If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
<p>1. Internal External Audits (ISO). 2. Conduct of Extension/Orientation Lectures (Staff Students). 3. Publication of Brochure. 4. Consultancy Services regarding NAAC accreditation to Dogra Law College. 5. Consultancy Services regarding NAAC accreditation Dogra Degree College. 6. Training of Swayam Prabha. 7. Training on Digital Initiatives taken by the college (Staff Students).</p>				
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).				

Plan of Action	Achievements/Outcomes
Audits (Academics & Administrative)	Conducted
Conduct Extension/Orientation Lectures (Staff & Students).	Conducted
Publication of Brochure & Magazine.	Conducted
Computer literacy Workshop (Staff & Students).	Conducted
Feedback system (Students, Teachers, Parents, Practice teaching schools, Orientation, Extension Lectures & Annual Students Satisfaction Survey)	Conducted
Orientations/Training's/Workshops/Seminars/Webinars for teachers and students	Conducted
Submission of AQAR for the academic year	Successfully Submitted
Debate/Symposium/Workshop/Webinar (Students)	Conducted
Subject seminars for students	Conducted
Internal Assessment Test (Semester wise)	Conducted
ACC/Viva Voce test (University of Jammu)	Conducted
Managing Committee Meeting	Conducted
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Managing Committee (University of Jammu)	09/12/2021

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	28/02/2022

15. Multidisciplinary / interdisciplinary

B.Ed. course covers multidisciplines such as pedagogy of Mathematics, Physical Science, Biological Science, Social Science, Languages, Performing Art, Visual Art, Health and Physical Education, Computer Education, Home Science and Commerce. Two year B.Ed. course is designed in such a way that students get maximum flexibility to choose electives offered by University of Jammu. Dogra College of Education is running under the aegis of Dogra Educational Trust which has three colleges namely Dogra College of Education, Dogra Degree College and Dogra Law College. Hence multidisciplinary/interdisciplinary courses, skills enhancement courses and values added courses as per NEP 2020 can be opted by the student teachers of B.Ed. programme and vice versa as and when the affiliating university i.e. University of Jammu issues guidelines with regard to implementation of NEP.

16. Academic bank of credits (ABC):

The examinations are conducted by the Controller of examinations University of Jammu.

17. Skill development:

Dogra College of Education is a Teacher Training College. Teachers require a variety of skills for creating lesson plans, instructing students, working with administrators and interacting with parents. While some of these skills and qualities like patience and leadership are inherent to individuals. Dogra College of Education develops most of them through practice and training during the course. Teachers use their skills to create a conducive learning environment that facilitates the development of their students. College initiates and promotes Teaching and learning Skills of each and every learner throughout the session. Teacher educator also develops critical thinking skills, organizational skills, creative thinking abilities and team work skills among the student teachers. The college conducted the skills development programmes such as workshops on computer literacy, ERP software, soft skills (communication, listening, work ethics, leadership, personality development and individual development) for the student teachers.

18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture,

using online course)

College have integrated of Indian Knowledge system and implemented Teaching in Indian Language and culture which as guided in curriculum by the University of Jammu. College also promotes the regional Language (Dogri).

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

Dogra College of Education is a premier college for teachers Training Course. It has maintained their legacy of strong commitment to produce skillful teachers at the end of every session. The college provides flexibility and freedom of learning to their student teachers and completely involves the student taking responsibilities. College focuses on outcomes based education system. The faculty members and mentors guide the students based on target outcomes. The curriculum is designed in such a way that the output is to be achieved by the end of the session. The college always encourages the student teachers to gain knowledge and develop a better understanding of teaching as a profession through rigorous process that would help them earn bread and butter and be effective teachers.

20.Distance education/online education:

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

upgradation of old computer systems, software, creation of optical fiber-based network and Wi-Fi across the campus, which acts as the backbone for supporting digital practices.

Extended Profile

2.Student

2.1 131

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 150

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 0

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

File Description	Documents
Data Template	View File

2.4 87

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 87

File Description	Documents
Data Template	View File

2.6 62

Number of students enrolled during the year

File Description	Documents
Data Template	View File

4.Institution

4.1	2478780
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	28
Total number of computers on campus for academic purposes	

5.Teacher

5.1	13
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	15
Number of sanctioned posts for the year:	

Part B**CURRICULAR ASPECTS****1.1 - Curriculum Planning**

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

Dogra College of Education is affiliated to University of Jammu and follows the curriculum designed by the University of Jammu. In the process of curriculum planning and implementation, major decisions have been taken by various academic bodies of the university. The Board of studies normally consists of teachers and experts with specific subject specializations. The curriculum for the B.Ed. course (two years) in the University of Jammu has been developed by the Board of Studies in teacher education. In planning the curriculum for the B.Ed. course, the decision regarding the

different aspects of curriculum planning has been taken at different levels starting from the University of Jammu (Education Department) and the Board of studies in Teacher Education, Academic Council, University Syndicate and University Council of the University of Jammu. There is always flexibility in the schedule and Academic plan of the institution with ample scope for innovation and inclusion of need based activities i.e. providing varied learning situations both at the institution level as well as in the field work. Extension Lectures, debates, symposiums, seminar, workshops, visits, tutorials, team teaching, peer teaching are arranged in a time framed manner. At the commencement of each academic year, faculty members provide the students with individual time plans . Internal assessments have been done transparently. Evaluated scripts with constructive feedback written by the teacher are shown to the students.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year
Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

C. Any 3 of the above

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

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://dogracollegeofeducation.com/admin_panel/files/4202126037761.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	View File

1.2 - Academic Flexibility

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

including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year****24**

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year**0****1.2.2.1 - Number of value-added courses offered during the year****0**

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

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year**0****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****0**

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	
All of the above	
File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	No File Uploaded
1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
0	
1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year	
0	

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

1.3 - Curriculum Enrichment

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

Education as a discipline derives its concepts from the disciplines of Education, Philosophy, Sociology, other allied disciplines. Apart from teaching theoretical and pedagogical subjects, a very important component of teacher education programme is the practice teaching. An integral component of practice teaching is the introduction of internship/school experience. The student teachers get first-hand experience as full time teachers of the school. The Student teachers visit (DIET) District Institute of Education and Training and (SIE) State Institute of Education. In and different types of schools like nursery, primary, middle, high, inclusive schools and innovative centres for first-hand experience. There is a course on Language competency and communication skills in the B.Ed. 1st semester, prescribed by the University of Jammu. Students participate in group activities like Rangoli Making, Crown Making etc which develops collaborative spirit among the students.

Dogra College of Education helps the students to develop emotional intelligence by organizing many activities. One such activity is yoga session organized for the student teachers. Yoga helps the students to develop a sense of self control. It is a core academic skill that teaches student teachers to question or reflect on their own knowledge and information. Students are made to write the reflective journals, which is a component of their portfolio in which they trace their development throughout the programme such as

development of self as a person, development as a teacher and development of holistic personality. This develops critical thinking ability of the students

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	View File

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

Dogra college of education stresses on the all-round development of the teacher-trainees. The institution provides first hand practical experience, aimed at developing a deep understanding of the Indian school system, the curriculum prescribes visits of student teachers to Anganwadi centers, State Institute of Education (SIE) and District Institute of Education and Training (DIET) which are arranged to clear the concept of functioning of the school system at the state and district level. Teaching in different schools such as preschools, nursery, middle, secondary and higher secondary wings helps them to understand differences in curriculum, transactional methodology, norms and standards and assessment systems. A comparative perspective is created in the thinking of practicing teachers by visits to inclusive school. These visits sensitize them to the needs of special children in an inclusive set up. Visits to some innovative schools/institutions prescribed in the curriculum help student teachers to gain a national and international perspective. Apart from these visits, they have a course of History of Education, in which they are given knowledge about India through Pre- Independence Period to Post- Independence Period. This course also covers constitutional provisions and commissions. Student teachers are also made to understand different schemes like RMSA, SSA and RUSA. There is a course on Education in Indian Perspective in which students acquire the knowledge of various aspects related to the teacher education in the changing contemporary society. In

the curriculum of pedagogy subjects ,there is a specific unit devoted to the evaluation and assessment system.

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

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

Dogra college of education provides a wide range of curricular experiences, student teachers draw and develop a professional attitude, knowledge and acumen. The institution has the tradition of orienting the students in the new session about the different components of the curriculum. Theory, practice of teaching, school experience, internship, co-curricular activities and community services are interwoven and connected. Teaching as a profession is understood through different courses like "Education in Indian Perspective", "Philosophical and Sociological Bases of Education". Course of inclusive education prepare prospective teachers to become sensitized to the needs of special children in the actual classroom. In order to develop teaching skills, the student teachers are deputed to schools for 20 weeks internship cum teaching practice programmes to get hands-on experience. To make them sensitize to the societal issues, there is a component of project work in the curriculum which has four parts such as each one teach one, plant an own tree, psychological testing and portfolio. They also maintain a reflective journal to record all the activities. This way they get expert guidance of the teacher education colleagues and heads of the practicing schools and prepare themselves for the profession of teaching in a scientific manner.

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

1.4 - Feedback System

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

Four of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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

Feedback collected, analyzed and action taken

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

62

2.1.1.1 - Number of students enrolled during the year

62

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

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

0

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

0

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

Response:-

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

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

Assessment of Students

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

- (a) Class tests are conducted regularly by the teachers.
- (b) Continuous monitoring of academic performance and special educational needs of students are identified by the mentors.
- (c) Group and one to one interaction of students and teachers during teaching.

(d) Performance of the student in 1st and 2nd internal assessments.

Slow Learners

(a) Tutorial classes are arranged.

(b) Remedial Teaching is conducted for the slow learners

Fast Learners

(a) College promotes peer teaching by motivating advanced learners to help slow learners.

(b) Depending upon the talent of the students, they are made to participate in co-curricular activities like Rangoli competition, Debates, Quiz etc. They also become the member of literary club, population club and enviromental club

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded

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

Six/Five of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

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

One of the above

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

2.2.4 - Student-Mentor ratio for the academic year

14 : 6

2.2.4.1 - Number of mentors in the Institution

09

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

2.3 - Teaching- Learning Process

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

Response:-

The college is envisioned to be student centric and therefore teaching learning methods include experiential learning, participative learning and problem solving methodologies etc. Student centric teaching methods are reflected in project work, field visits, guest lectures.

1. Experiential learning
2. Project work

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

1. Participation in competition at various levels

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

1. Field Visits

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

1. Guest lectures

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

1. Practical teaching/ School experience/ Internship

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

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

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

12

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://www.dograeducationaltrust.com/admin_panel/files/820221200559.pdf
Any other relevant information	No File Uploaded

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

131

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

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

Four of the above

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

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

Response: -

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

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

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

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

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

1.Academic Activities:-

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

2. Co-Curricular Activities:-

- Co - Curricular activities are being held at college which keeps the students active throughout the year. These activities mould the personality of the students. These activities include, morning assembly, daily news presentation, annual sports meet, celebration of important days

(national/international). rangoli competition, community outreach programme, plantation drive, each one teach one and swachhta campaign and NSS camp etc.

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

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

Ten/All of the above

learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	
File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded
2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback	All of the above
File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File
2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group	Four of the above

activities Performance tests Oral assessment Rating Scales	
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	Four of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above

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

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

All of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	View File

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

Reponse: -

Internship programme for any Student-Teacher is very essential component and important part of the Teacher Training Programme. The college plans internship programme very systematically. Before sending the student-teachers to internship at allocated schools, college gives all kinds of support and motivation to each and every student teachers to attain their goals. Firstly, the college request to Chief Education Officer (CEO) for allotment of schools for internship programme. Then each Teacher Educator visits the school prior for getting the knowledge about their time table, course coverage etc.. Students are allotted to different schools for

internship for Eight weeks in 3rd and 4th semester. Before the commencement of teaching practice student teachers are given adequate information about the school activities and curriculum framework. Because of covid-19 instead of going to different schools simulation teaching was held in the college. Faculty members give all necessary guidance and knowledge for better understanding and implementation of lesson plans. They also deliver the knowledge of making effective lesson plan, management of class as well as offices and use of skills which have given at the time of practice session and teaching skills.

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

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

2.4.9.1 - Number of final year students during the academic year

69

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Five/Six of the above

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

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

Response: -

The internship programme is developed with practice teaching schools with effective involvement of the school staff and mentor teachers. The college approaches the schools for commencing the internship programme. About twenty to twenty five student teachers are assigned in the particular school. Subject wise list is prepared in consultation with the student teachers keeping in view the availability of the subject to be taught and medium of instruction to be opted. Before going to schools, students are taught the skill of writing instructional objectives, lesson plan, making teaching aids, drawing pictures preparing charts, flash cards & models etc. The student teachers are sent to practicing schools for real classroom teaching. Each teacher educator is assigned one practicing school for the purpose of supervision of teaching practice. The teacher educators give feedback and suggestions to the student teachers for future improvement. The serving teachers of the practice teaching schools are also involved efficiently in the internship session and practice teaching plans are developed in partnership cooperatively involving the school staff and mentor teachers. Keeping in view the need of the school the student teachers and school students are groomed properly. After completion this practice teaching in schools, a feedback session is conducted in the institution in the presence of the principal and the teacher educators as faculty members to share with the student-teachers regarding their experiences in the schools and to give some suggestions for further improvement in their teaching performance.

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

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

Three of the above

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

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

Four of the above

File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

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

13

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

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

2

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

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

13

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

92

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

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

Response :-

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

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

2.6 - Evaluation Process

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

Response:-

The examination committee of the college looks after the fair and smooth conduct of the examination. The college conducts two internal assessment tests in each semester. The college follows an evaluation pattern of 40 marks for internal evaluation and 60 marks for the final examination. The 5 marks are to be awarded for the attendance percentage which the student-teacher has earned in proportion to the number of the classes attended for each subject. The attendance record is maintained on daily basis. The other 5 marks have to be objectively awarded on the basis of the observations which a teacher

educator does for student-teacher behaviour as per the curriculum of the B.Ed Program. Besides it, 20 marks are meant for the Internals. The internals includes Tests/ Tutorial/ Seminar/ on spot questions/ group discussion/ group presentation etc. The tests are to be conducted twice in one semester with 5 marks each. The teacher educator maintains the record of the performance of the students. The students are given feedback on their performance. The other 10 marks are for sessional work. Internship cum teaching practice at the end of every semester is to be evaluated on the value points. The teacher incharge/ teacher educator observes the lesson very keenly and gives the remarks for further improvements. The teacher Educator conducts the internship/ visits in every semester as per schedule. Internal assessment marks are submitted to the concerned Principal who, after reviewing the same submits them to the controller of exams for consideration in the final mark sheet.

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

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

Five of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	View File

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

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

- At the beginning of the semester faculty members inform the students through orientation sessions about the various components in the assessment process during the semester.
- The internal assessment test schedule is prepared as per the University and communicated to the students well in advance.
- The corrected answer papers of the students are distributed to them for the verification by the students and any grievance is redressed immediately.
- The marks obtained by the students in internal assessment tests are on the notice board.
- Day to day performance of the students is assessed through performance in class tests, viva-voce, examinations, group discussions and peer teaching.
- For the quality of the project work, internship & teaching practices is evaluated by the group supervisors.

The institution adopts Grievance Redressal mechanism for the redressal of the grievances of the students. For proper actualization of this mechanism, there is a "Grievance Redressal Box". The students have to put their any grievance in writing in plain paper in that box and these Grievances are discussed in the meeting of the Grievance Redressal Cell of the institution. After discussing the Grievances they are addressed within a period of one

week.

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

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

Response: -

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

2.7 - Student Performance and Learning Outcomes

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

On successful completion of the two-year B.Ed. programme, pupil

teachers will be able to develop:-

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

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

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

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

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

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

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

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

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

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

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

2.7.2 - Pass percentage of Students during the year

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

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

Assessment for attainment of programme learning outcomes and course:

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

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

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

2.7.4 - Performance of outgoing students in internal assessment

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

80

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

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

Dogra College of Education has evolved its own dynamic mechanisms for student assessment and adoption of remedial measures to assist students facing constraints. The system of continuous internal assessment through tests, seminars, assignments, sessional work, classroom discussions, presentations and such other means allows teachers to monitor and assess the progress of students. This system also helps students to get a feedback about their progress during mid-course so that they can work towards improvement. Based on their performance, students are advised and encouraged to attend

remedial/tutorial classes that are included in the teaching schedules. These provide an opportunity to both advanced and slow learners to meet faculty members for individual- or smaller group-based learning sessions. The college follows a mentor-mentee process for providing personalized and regular support to students. Faculty members are assigned as mentors to students to help them to cope with their studies and even problems in their personal domain which impact their overall performance/well-being. Students are encouraged to optimize their potential through special opportunities provided to them by way of scholarships, awards and other recognitions. Platforms for enabling students to participate in diverse curricular and co-curricular forums like seminars, conferences, lectures, and other literary and cultural events are consistently organized.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

In the session 2021-22, we had not conducted online student satisfaction survey instead of this we had conducted offline student satisfaction survey of 50% students of this session.

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded
3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	
Two of the above	
File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	View File
3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	
Two of the above	

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

3.2 - Research Publications

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

1

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	View File

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

1

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

3.3 - Outreach Activities

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

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

06

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

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

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

356

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

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

829

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

1139

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

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

Dogra College of Education undertook various extension activities that aimed at the holistic development of students and sensitizing them to social issues. The most notable activities were conducted under the various clubs and committees such as National Service Scheme Unit (NSS), Environmental, Literary, Population clubs and Social Cultural committee. Outreach activities are compulsory for B.Ed. student-teachers. The college organizes activities outside and inside the campus to make student-teachers sensitive to social issues. At the same time, they develop their skills which are good for society. The student-teachers visit neighbouring localities and conduct various activities regularly. Dogra College of Education

organizes extension activities in the neighbourhood community in terms of impact and sensitizing students to social issues and holistic development. NSS Wing is headed by a Programme Officer to execute NSS activities throughout the year. Through NSS various programs are organized to spread awareness about health care, cleanliness, energy conservation, environment protection, social equality etc. The NSS unit of the college involves the local community in various activities.

The NSS Unit takes part in various initiatives like: -

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

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

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

0

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

3.4 - Collaboration and Linkages**3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year****1****3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year****1**

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

3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year**02**

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation

Three/Four of the above

Clinics Linkages with general colleges

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

Dogra College of Education has necessary physical infrastructure facilities as per University of Jammu norms to run the B.Ed. Program. The college has the following infrastructure facilities for curricular and extracurricular activities.

Classrooms & Laboratories: The classrooms are well ventilated and equipped with adequate furniture, blackboards, projectors, fans, lights and power backup. There are two Multipurpose halls equipped with LCD projectors, whiteboard with internet facility to conduct seminars, conferences, guest lectures and workshops for students and faculty. The college has domain centric laboratories like Language Lab, Science Lab, Mathematics Lab, Social-Science Lab, Art & Craft Lab, Resource Center and psychological testing lab etc.

IT Lab: The College has IT lab having internet connectivity for conducting programmes & Simulation experiments to enhance the skills of the students.

Library: Library is semi-automated with ERP software (JUPSOFT). It is updated regularly with the latest books, periodicals, Journals (National & International), e-Resources like DELNET, NDLI etc.

Transport, Hostel, Medical, and canteen facilities: The College provides transport, medical and canteen facilities for the students and staff. To facilitate out station candidates, the college has girls and boys hostel within the collegewith proper Messfacility.

Games and sports facilities: College provides sufficient space for

extracurricular activities like playing outdoor games (basketball, volleyball, badminton, kabaddi and athletics) and Indoor games (Table Tennis, carom board and chess). Physical Instructor trains students for different events.

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

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

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

5

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.dogracollegeofeducation.com/admin_panel/files/320221709841.pdf
Any other relevant information	View File

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

4.99576

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

4.2 - Library as a Learning Resource

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

Library is semi automated with ERP JupSoft which makes it possible to use electronic resources e.g. by providing Bar Code Scanner to identify the books with the help of ERP software (JupSoft). All library procedure like circulation, issue, return, lending, renewal, cataloguing, maintenance of bills (News paper bills, Library bill entry etc.), acquisitions, Physical verification process, Accessioning of books, Library search, Book reservation, Book Allotment, Manage eBook, Lost book entry, Damage book entry, Library reports, Print Barcodes etc. all is done with this software. Closed circuit television (CCTV) surveillance cameras are installed in the library for strict surveillance. Internet and reprography facility with computer system, barcode scanner with BSNL Fiber connection is available in the library.

Electronic Resource Management package for e-journals

The library subscribes DELNET which provides access to digital library resources. Link to scholarly open access journal/database is also available on the library webpage.

Internet connectivity

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

The library is equipped with 03 computers, printer, scanner, photocopier and internet facilities which help student teachers in accessing information. The teacher educators and student collect more information from websites to find useful teaching ideas, or

more academic articles.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://econnectk12.jupsoft.com/AdminPanel/DashboardLibrary.aspx?Mid=kppxHCKyRbc=
Any other relevant information	View File

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

To provide remote access to library our library links with website and DELNET which help users to search e-books, e-journals, e-newspaper etc remotely away from the institution. To access these resources our library subscriber DELNET. Link to scholarly open access journal/database is also available on the library webpage. Internet connectivity is housed in the library for access to e-resources. Students can access the e-resources with IP address from anywhere at the campus as well as away from campus. College has also provided DELNET username and password to every student and teacher. Besides DELNET our students can also use SWAYAM PRABHA, NDLI, E-Gyankosh and other e-resources which are available free of cost. SWAYAM PRABHA is a group of 34 DTH channels devoted to telecasting of high-quality educational programmes on 24x7 bases using the GSAT-15 satellite. Every day, there will be new content for at least four hours which would be repeated five more times in a day, allowing the students to choose the time of their convenience.

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

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

Three of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	View File

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

0.87057

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

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

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

43

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	http://164.100.247.28/MyResearch/Home
Any other relevant information	View File

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

Three of the above

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

4.3 - ICT Infrastructure

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

College has a computer laboratory in order to materialize ICT as learning resources. The availability of hardware, software, internet connectivity, audio visual, Transparencies, LCD Projector etc., other media and materials with ample access for the faculty to fulfill their teaching needs. College has Computer/ET resource center having 28 computers.College has ET resource center which is equipped with audio-visual facilities like cassette player OHP

Projector, Computers etc. as teaching-learning aids. Initially college has broadband connections of BSNL (VPN connection) in 22 January 2011. Now the campus is having 100 MBPS of high speed internet facility through BSNL Fiber. The college has a Wi-Fi facility in the campus for the student and faculty members to avail internet connection at any place in the college. IT lab offers students the facilities of e-mail net surfing, up/down loading of web based application, besides helping them in preparing projects & seminars. Most of the official work is being done with the help of ICT. The college regularly maintains the IT facilities. Following are some basic facilities for updating:

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

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

4.3.2 - Student – Computer ratio during the academic year

1:7

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

12.54807

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

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

The College has a well-defined policy and system in place for the maintenance and utilization of its entire physical, academic and supports facilities. The Annual Maintenance Committee (AMC) also takes care of the regular maintenance needs by hiring services of

Mechanic, Electrician and Technician etc. The College also ensures optimal utilization of budget allocated for the maintenance & upkeep of the college infrastructure by preparing estimated budget for all expenses every year and holds regular meetings with management.

- **Laboratories:** -The college laboratories are well maintained and upgraded by their respective Incharge.
- **Library:** -For overall smooth functioning of the library, it is divided into following five main sections all these sections are maintained by Library committee. It is maintained and managed with the ERP software (JUPSOFT) and updated regularly with the latest books, periodicals, Journals etc.
- **Sports:** - Physical Education teacher help to train students maintains the sports grounds, sports equipment, arrange sports tournament, maintain sports record, organizing annual sports events etc.

Computers: -IT lab In-charge is primarily responsible for upkeep of all equipment and is generally maintained by an agency (AMC) outside the institution appointed for the purpose. All complains & breakdowns are reported in writing in a Maintenance Register maintained in the lab itself.

Classroom management: -Classroom is managed with proper systems and procedures as recommended by the Management and the University. The classrooms are well equipped with Projectors, CCTV etc for better and effective teaching. Checking of fans, teaching aids etc in the classroom are done regularly.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.dograeducationaltrust.com/dogra-education/index.aspx#
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech

Five fo the above

training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

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

Nine or more of the above

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

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

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	View File
Any other relevant information	View File

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

Three of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View File
Report of the Placement Cell	View File
Any other relevant information	View File

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
9	87

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

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

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

16

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

2

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

The college does not have a student council in existence. However, various committees in the college look after various academics and non-academic aspects . The College has a tradition of electing student representatives and formation of student committees. However the class representative is elected with the consent of all students, and two representatives from each section are elected unanimously. They assist the teacher in planning, organizing and executing various student-oriented activities. Student representatives are members of various committees of the College, including IQAC. In addition to the Convener of each club, students are members of various committees like the College Development Committee, IQAC, Academic Affairs and ISO Committee, Grievances & Redressal, Anti Ragging and Placement Committee, Admission, Examination and Result Analysis Committee, Games and Sports and Discipline Committee, Website Update and Alumni Committee, Magazine, Prospectus & Time Table Committee, Canteen and Refreshment Committee, Physical Verification Committee, Library Committee, Media, Press Release and Notice Board Committee, Social and Cultural Committee, Literary Club, Population Club & Environmental Club. In addition to that, the NSS unit of the college conducts various social community outreach programmes, NSS camps and other cultural activities under the direction of the NSS Programme Officer.

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

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

6

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

5.4 - Alumni Engagement

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

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

Some Alumni hold good position as Assistant professor, Lecturer, Teachers, Accountant etc and work toward shaping the future of the students. They also come to college campus whenever they are called in order to have healthy interaction with students so that they can guide them regarding their career aspect in respective fields. The feedback and suggestions of college alumni are also being taken on regular basis to improve the growth and development of college. The feedback obtained from them is also analyzed by IQAC members and college alumni committee so that principal can take necessary action to implement these suggestions and enhance the performance of the college.

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

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

One/Two of the above

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

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

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

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

In the college, Alumni association is in evolving stage. It is also in the stage of planning, approaching and collaborating for fruitful contribution to institution. Special efforts have been made for influencing special expertise. The alumni association is sharing their difficulties and experiences to the other alumni and dissolves the problem by discussion. Every alumnus is assigned to contribute himself/herself as a resource person to freshers. All the alumni are assets for college. The members of the association assured to extend full support and assistance of development of the college in general and well-being of the students in particular. The association works to bridge the gap between the college and alumni. They take the responsibility for keeping the track of alumni with their required details and inform them about the current changes and achievements of the institution and future prospective. An institution can continue to benefit a lot from their skills and experiences. They carry out their roles and responsibilities in an effective way and are the ambassadors of the institution who take their knowledge of the institution to their hometowns, to their place of posting and into their professional and social networks.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Response:-

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

- Vision Statement: -

Our Vision is to be socially responsible through developing "Centre

of Excellence" in the professional Education system enabling young aspirants to add value to the society at large with their personal and professional acumen.

- **Mission Statement: -**

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

- **Nature of Governance:**

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration.

Perspective/Strategic Plan

1. To maintain continuously good academic performance.
2. To develop interdisciplinary collaborations.
3. To empower faculty about emerging trends in their profession for academic advancement.

- **Participation of Teachers, Students & Non- Teaching staff in Decision-Making Bodies.**

The Principal and Academic/IQAC Coordinator forms the committees under the convenership of a teaching or a non-teaching staff with members from teaching staff, non-teaching staff and students for overall management of the various operations of the college. It creates a sense of involvement and responsibility among all the staff members resulting in efficient administration of the institution.

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

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

Response: -

The institution believes that efficiency comes through the decentralization of administration. A hierarchical setup is established from the top to the down level i.e. Managing Committee, Secretary, Director, Principal, IQAC Coordinator and Faculty members. The college has a management body and advisory body consisting of eminent educationists. The management of the college takes the responsibility to ensure that its mission, vision, values, and objectives are realized through the activities of the institution. Section Officer (Administration) monitors the day-to-day administrative functioning of the college and the academic functioning of the college is monitored jointly by the academic coordinator and different committees. The administration is decentralized and each level of administration functions as per its duties and responsibilities ascertained by the Secretary, Director and Principal of the college. The administration is decentralized except for finance matters. The account section of the college monitors the financial matters.

The institution has a policy of participative management and it is ensured through several strategies. Various committees have been formed for the proper functioning and management of institutional processes. Significant decisions regarding the smooth functioning of the institution are taken in consultation with the principal, senior staff members, and conveners of various committees.

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

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

Dogra College of Education maintains complete transparency and accountability with regard to academic, financial, administrative and other functions:-

Financial Transparency:

Dogra College of Education maintains complete transparency in its financial functions. Internal and external audits both are done to ensure proper, justified, and valid use of funds. Internal Audit is conducted quarterly by the internal financial accountant of the institution. The external audit is conducted once in a year by the external agency i.e. authorized chartered accountant (R.C. Gupta & Co. FRN-001198N Jammu).

Academic Transparency: -

DCE adheres to the academic calendar that details the various activities in advance. Admission notifications are made through newspapers and on its social media. As per teaching, workload timetable is prepared. The elaborate system of various committees coupled with a strong multiple-level feedback mechanism from all stakeholders. Academic audit is done quarterly in order to maintain academic transparency.

Administration Transparency: -

Recruitments and Staff Promotions are also undertaken with utmost transparency. All posts are advertised in the local/national newspapers & social media and Interviews are conducted by a panel appointed by the university consisting of senior faculty, Head of the Department, External subject expert, Principal and Chairman. Supporting staff are recruited by the panel consists of Principal and Management. Supporting staff are recruited by the panel consists of Principal and Management. Notices are promptly shared on emails, salary statements sent electronically. Administration audit is done

quarterly in order to maintain academic transparency.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

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

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

STRATEGIC PLAN OF THE INSTITUTION:

Memorandum of Understanding (MOU): -

Signing of Memorandum of understanding (MOU) with reputed institutions. The goal is to foster collaborations, provide an opportunity for global experience and facilitate the advancement of knowledge based on reciprocity, best effort, mutual benefit and frequent interaction between the institutions.

IMPLEMENTATION OF STRATEGIC PLAN:

- The college has signed MOU with DIET, Distt. Samba on 17th of Feb, 2022 and Govt. College of Education, Cluster University, J&K (UT) on 15th of March, 2022.
- Two faculty members from Dogra College of Education i.e, Mrs. Indu Puri Sr. Lecturer DCE & Mrs.Vintee Kumari, Sr. Lecturer DCE delivered lectures from 09/05/2022 to 11/05/2022 on topic "Introduction to Inclusive Education and Creating an Inclusive Classroom, School Health Education Programme and Health Instructions respectively at District Institute of Education and Training (DIET) Samba under faculty exchange programme.
- Three faculty members of District Institute of Education and Training (DIET) i.e, Smt. Neelam Gupta HOD, Education DIET, Smt. Anupama Sharma, Sr. Lecturer English DIET and Smt. Poonam Chib, Lecturer DIET delivered their expertise in the subjects education English and social science respectively on 20th, 22nd & 23rd of June 2022 in Dogra College of Education under

Faculty Exchange Programme.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Response:-**Functions of Key Administrative Positions****MANAGING COMMITTEE**

- To consider recommendations of the Principal regarding Promotions.
- To Pass Annual Budget of the College.

SECRETARY

- To monitor the Administration, development of educational, growth & expansion of the institution.
- To coordinate between the College Management, Society and the other systems of the college.

DIRECTOR

- To manage the daily operations of the college as well as supervising services for both faculties and students.

PRINCIPAL

- To initiate all the developmental activities, monitor the progress, and report to the management.
- To ensure and receive the college budget in the prescribed form for every calendar year & the next academic year.

ACADEMIC/IQAC COORDINATOR

- To approves the institute's Academic Calendar with reference to the university's prescribed academic calendar.
- To monitor the organization of class work, related academic activities and Conducting Internal Quality Audits periodically to verify the effectiveness of measures taken in reaching the quality parameters.

Appointment & Service rules:

- The institute follows service rules, recruitment and promotion policies as prescribed by the University of Jammu, and are closely monitored by the management of the College.
- Interviews are conducted by a panel appointed by the university consisting of senior faculty, Head of the Department, External subject expert, Principal and Chairman.
- Supporting staff are recruited by the panel consists of Principal and Management.

File Description	Documents
Link to organogram on the institutional website	https://dogracollegeofeducation.com/admin_panel/files/2202324059761.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

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

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

The decision of various Committees/Clubs which is successfully implemented for the improvement of the college are:

IQAC Committee: -

- Decision

The IQAC coordinator conducted the meeting with the Principal and staff regarding the faculty development programme.

Action Taken

Programme on "ERP SOFTWARE" was conducted on 23-08-2021 to 25-08-2021.

Social Cultural Committee: -

- Decision

The convener conducted the meeting with the principal and staff on 16-08-2021 to organized "Inter-House Group Discussion".

Action Taken

The Discussion on the topic "Impact of Covid -19 on Education Sector" was organized on 20-08-2021.

Library Committee: -

- Decision

The convener conducted the meeting with the principal and members to organize the webinar on DELNET .

Action Taken

The Webinar on DELNET was conducted on 13-12 2021.

Literary Club: -

- Decision

Literary club conducted the meeting with principal and faculty for organizing the Group Discussion on 14-02-2022.

Action Taken

The Group Discussion was conducted on 16-02-2022 successfully.

Population Club: -

- Decision

The convener conducted the meeting with the principal and staff on 01-04-2022 for organizing the Seminar.

Action Taken

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

NSS Committee: -

- Decision

NSS Programme Officer conducted the meeting with principal and faculty for organizing the "AZADI KA AMRIT MAHOTSAV".

Action Taken

The week long activities were conducted from 15-08-2021 to 21-08-2021.

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

6.3 - Faculty Empowerment Strategies

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

Response:-

WELFARE MEASURES FOR TEACHING & NON TEACHING MEMBERS:

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

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	View File

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

1

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

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

15

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	View File

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

13

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

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

Response :-

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

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

6.4 - Financial Management and Resource Mobilization

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

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

INTERNAL AUDIT:-Internal Audit is conducted quarterly by the internal financial accountant and internal auditors nominated by the management representative trust of the institution.

EXTERNAL AUDIT:-External audit is conducted once in every year by the external agency i.e. Authorized Chartered Accountant(R.C. Gupta & Co. FRN-001198N Jammu) at the end of the Financial Year.

Process of the Internal Audit:-

Internal quality audit schedule is made and distributed by management representative at the beginning of the quarter to enable all auditees/ auditors to schedule their activity to undergo the audit planned.

Process of the External Audit:-

The accounts of the college are audited by chartered Accountant regularly as per the government rules. The auditor ensures that all payments are duly authorized after the audit, the report is sent to the management for review. Any queries, in the process of audit are attended immediately along with the supporting documents within the

prescribed time limits. The institution did not come across with any audit objection during the preceding year. The audited statement is duly signed by the Chartered Accountant.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

Response:-

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

costs. It includes planned expenses such as lab equipment purchases, furniture, and other development Expenses. The budget is scrutinized and approved by the top management.

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

- Fees collection
- Hostel and Transport charges.

2. Optimal utilization of Resources

Infrastructural Resources

- Computer lab, language lab, Examination Hall, Auditorium , Library, Reading Room, classrooms and conference Hall with internet & multimedia facility.

Human Resources

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

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

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

Response:-

Dogra College of Education has established the Internal Quality Assurance Cell (IQAC) in the year 2007. The IQAC of the college assesses, monitor, and advises on Curricular Aspects, Teaching-Learning and Evaluation, Research and Outreach Activities, Infrastructure and Learning Resources, Student Support and

Progression, Governance, Leadership and Management, Institutional Values and Best Practices. Measures and strategies to be implemented for quality assurance are regularly discussed in the IQAC meetings under the supervision of the IQAC coordinator and principal. The college always tries to initiate practices that are conducive and contributive to the teaching-learning process and student support.

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

- Academic Calendar is prepared in advance at the start of the year by the IQAC.
- Collection and analysis of feedback from all stakeholders on quality-related institutional processes.
- Conducting of Extension Lectures, Faculty Development Programmes & Outreach activities.
- Development and maintenance of institution through Management Information System (MIS) for the purpose of maintaining /enhancing the institutional quality.
- Periodical conduct of Academic Administrative Audit and its follow-up.
- Preparation and submission of the Annual Quality Assurance Report (AQAR) as per guidelines and parameters of NAAC.

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

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

Response:-

IQAC being the central body within the college monitors and review the teaching-learning process regularly. The standard methods of teaching, learning, and evaluation which are proven over the years are being followed;

Periodic Meetings of IQAC: IQAC conducts the periodic meetings

regarding the academic & administrative functioning. .

Academic Calendar: Based on the University Academic Calendar the Institute schedules the academic calendar well in advance at the start of the year.

Evaluation of teachers by students: The institution has a regular feedback system to evaluate the teachers. Principal and IQAC Coordinator also monitor the feedback system and takes appropriate corrective actions.

Student learning outcomes: The institute has specified procedure to collect and analyze data on student learning outcomes as:

- Continuous evaluation comprising of internal tests, assignments, group discussions, and seminar presentations.
- Provision of Remedial classes.

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

Students' result analysis: Student result analysis has been analyzed by IQAC and then viewed by principal which is further reviewed by director and then lastly remarks are given by the management and if the result is not found up to the mark, remedial classes are provided to them.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

28

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

Four of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://dogracollegeofeducation.com/admin_panel/files/2202324034229.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.dograeducationaltrust.com/admin_panel/files/5202224034319.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

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

Two examples to show incremental improvements achieved within the institution.

FOR FIRST CYCLE:-

LIBRARY UPGRADATIONS: -

- The college provided the DELNET facility for online searching.
- Installation of Library Management System (LMS).

ACADEMIC AND ADMINISTRATIVE AUDITS: -

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

FOR SECOND AND SUBSEQUENT CYCLES: -

ERP SOFTWARE: -

- College is using ERP software for implementation of E-governance in various areas of the institution i.e, administration, student admission & support, Examination system, Library and Finance & Accounts Modules.

MEMORANDUM OF UNDERSTANDING (MOU): -

- The college has signed MOU with DIET, Distt. Samba on 17th of Feb, 2022 and Govt. College of Education, Cluster University, J&K (UT) on 15th of March, 2022.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The college has adopted the policy for energy conservation to streamline the process of conservation of energy and its usage, energy conservation involves the holistic and sustainable management of energy. The college has all the teaching, non-teaching staff, students and administrative staff, to comply with this policy to conserve energy and its sustainable utilization. In our college solar is one of the easy way to cut down electricity cost and we installed solar panels, the energy from it is used to illuminate the classrooms, common area lights and also effectively reducing the use of non renewable resources. We also use natural lights whenever possible. Turnoff lights near windows when day light is adequate. As a contribution to minimize carbon emission or carbon neutrality, college has good control over the use of air conditioners. Environmental Club, NSS unit are proactive in order to spread awareness about energy conversation and use of alternative sources of energy.

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

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

Dogra College of Education adopts the principles of the 'best practicable environmental option' in the delivery of waste management services. The college also believes in sensitizing and involving the students, teachers and staff in the process of waste management and its disposal. The waste material in the college does include solid waste in the form of disposable food wrappers, paper, soft drink containers, liquid waste etc. The college NSS team besides various cleanliness programmes participate in the collection and disposal of solid waste in the premises. The solid produced by the college is properly disposed of without causing degradation to the environment. Dustbins are placed in large number at various locations within the campus meant for collection of waste from the students and college staff. These dustbins are emptied daily in the morning, the waste is collected and transported to the disposal sites. Environmental Club of the college hope for the population free environment for the better future and welfare for the present and future generation keeping in view of sustainable development.

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

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

Two of the above

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

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

Two of the above

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

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

Our college is an ecologically responsible institution and is actively maintaining the cleanliness, sanitation and green cover of the nearby surroundings by number of ways:-

1. The college finds pride in maintaining the pristine state of nature in campus. The premises have lush green lawns and rich biodiversity of flora. Plantation drives are a regular feature and students are motivated not only to plant a sapling but also adopt one plant and nurture it.
2. Environmental Club, NSS unit are proactive in organizing awareness programs regarding cleanliness, sanitation and rallies regarding environment sustainability. A sincere endeavor is being made to keep the campus plastic free by banning the use of plastic bags. Dustbins are placed inside the college campus for the effective waste disposal. The awareness regarding the use of dustbins and waste disposal has been created through display boards that are installed at various places.
3. The staff and students are encouraged to use pedestrian mode and become more environmentally astute. Sign boards loudly convey the message of environment protection and heap in engraving the green practices in the minds of the students. College presents saplings instead of bouquets to the guests visiting our college.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	View File

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

48500

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

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

Dogra College of Education is always sensitive and emphatic toward social, environmental and community problems. From time to time the college has organized programs touching on the issues of environment, society and community. The college is willing to nurture a healthy environment for which different programs are organized like plantation drives by planting trees and saplings and cleanliness drive. Every student-teacher along with faculty members is fully involved in organizing community outreach programme to give awareness to the local community. NSS Unit of the college also organized a rally in village Dollian on the occasion of "World No Tobacco Day" to give the awareness to the community about the consequences of the chewing tobacco and smoking on human health and environment. Various practices are also put forth by the institution to provide benefits to the community like- the distribution of dustbins in adjoining areas of the college, the distribution of masks and spread awareness for following COVID appropriate behaviour. The college regularly organizes different activities for inculcating the values of tolerance, and harmony toward cultural diversities. These activities have a very positive impact on society's cultural and communal thought directly. The college thereby celebrates Independence Day, Republic Day, Gandhi Jayati and every year with great honour and respect. These programs organized by the college promote the greater value of life, love, integrity, fraternity and patriotism in the minds of the students.

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

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

B. Any 3 of the above

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

7.2 - Best Practices

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

Practice-1: Feedback Mechanism: -

- The college has a feedback mechanism for enhancing quality and excellence in various services being provided. The feedback includes self-appraisal, student assessment of teachers, and feedback from academic peers, faculty and other stakeholders. The institution uses feedback to improve the teaching learning process and to increase efficacy of the educational system.

Practice-2: Facilitating "Digital Initiative": -

- Dogra College of Education has been persistently refurbishing itself in making the best use of ICT in all its academic and administrative activities. This has been achieved through provisioning of appropriate ICT infrastructure and services for all users, including students, faculty and administrative staff. The ERP software has been installed in the year 2020 and remains functional. It is extensively utilized by both students and staff. The portal is handling all admission related matters, registration, attendance, examination etc. E-mail is extensively used for all internal communication. It has also made significant contributions in providing e-content

for new digital education platforms namely SWAYAM PRABHA. The College also provides SWAYAMPRAKSHA 34 DTH channels of MHRD. The college encourages their teacher educators and student teachers to enroll in the MOOCs courses. The college has given special attention to upgradation of ICTs infrastructure like replacement and upgradation of old computer systems, software, creation of optical fiber-based network and Wi-Fi across the campus, which acts as the backbone for supporting digital practices.

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

7.3 - Institutional Distinctiveness

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

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

Dogra College of Education assures to give quality education to students to boost their intellectual ability and nourish their talents through its vision, mission, values & objectives. The vision of the Institution is to mould and empower students in the pursuit of knowledge, values and social responsibility and help them achieve excellence in various fields, thereby also preparing them to face global challenges. To achieve this the college has organized activities like plantation drive, cleanliness drive, community outreach programmes, students capacity enhancement programme, orientation lecture, Independence Day, Republic day, Gandhi Jayanti etc. To cater the physical, intellectual, moral, emotional and social aspects of students personality. The main motto of all the teacher educators working in this Institute is to guide the students for their all-around development and to nurture their innate talents. With this goal in mind, the Institution uses all means to encourage the round development of personality and character. The Institution's constant, ceaseless and committed striving towards excellence in all spheres - academic, sports and cultural - flows from the focused initiatives aimed at translating the vision and mission statement into concrete realities and achieving its goal of becoming an "Establishment for accomplishment".

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded