# YEARLY STATUS REPORT - 2022-2023

| Part A | |
|---|---|
| **Data of the Institution** | |
| **1.Name of the Institution** | Dr. Ganesh Dass D.A.V. College of Education for Women |
| • Name of the Head of the institution | Dr. (Ms.) Rakesh Sandhu |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Alternate phone No. | 01842252335 |
| • Mobile No: | 9896144491 |
| • Registered e-mail ID (Principal) | dgd_dav_edn@yahoo.co.in |
| • Alternate Email ID | dgddavnaac@gmail.com |
| • Address | RAILWAY ROAD |
| • City/Town | KARNAL |
| • State/UT | HARYANA |
| • Pin Code | 132001 |
| **2.Institutional status** | |
| • Teacher Education/ Special Education/Physical Education: | Teacher Education |
| • Type of Institution | Women |
| • Location | Urban |

| | |
|---|---|
| • Financial Status | **Grants-in aid** |
| • Name of the Affiliating University | **KURKSHETRA UNIVERSITY** |
| • Name of the IQAC Co-ordinator/Director | **Dr. (Ms.) Ramanjeet Kaur** |
| • Phone No. | **01842252335** |
| • Alternate phone No.(IQAC) | **9416764361** |
| • Mobile (IQAC) | **9416764361** |
| • IQAC e-mail address | **dgddaviqac@gmail.com** |
| • Alternate e-mail address (IQAC) | **ramanedu@gmail.com** |
| **3.Website address** | http://www.gddaveducationknl.org/aspxpages/Index/HomePage.aspx |
| • Web-link of the AQAR: (Previous Academic Year) | http://www.gddaveducationknl.org/file/AQAR%202021-2022.pdf |
| **4.Whether Academic Calendar prepared during the year?** | **Yes** |
| • if yes, whether it is uploaded in the Institutional website Web link: | http://www.gddaveducationknl.org/file/Academic%20Calender%202022-2023.pdf |

**5.Accreditation Details**

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|---|---|---|---|---|---|
| **Cycle 1** | **B+** | **2.64** | **2004** | **08/01/2004** | **07/01/2009** |
| **Cycle 2** | **B** | **2.64** | **2020** | **03/03/2015** | **02/03/2022** |

| **6.Date of Establishment of IQAC** | **11/01/2013** |
|---|---|

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

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

| 8.Whether composition of IQAC as per latest NAAC guidelines | No | |
|---|---|---|
| • Upload latest notification of formation of IQAC | No File Uploaded | |
| 9.No. of IQAC meetings held during the year | 2 | |
| • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| • (Please upload, minutes of meetings and action taken report) | View File | |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No | |
| • If yes, mention the amount | | |

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

Organization of parent teacher meeting Workshop on pranayama workshop on cutting and stitching Demonstration lessons by Teacher Educators Demonstration lesson by Alumnus Skill development workshop

**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 |
|---|---|
| Inculcation of practice of yoga and medidation | all students able to practise. |
| Skilled teachers able to organize various activities | Student teachers organize most of the activities in college as well in internship schools |
| ICT enabled Teachers | students gained working knowledge of microsoft word,excel,ppt, multimedia |
| able to understand self | student teachers were clear about their future plan of action |
| able to express through different forms like art, writing | performed dance, singing, essty writing, speech, poster making, role playing |

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

- Name of the statutory body

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

**14.Whether institutional data submitted to AISHE**

| Year | Date of Submission |
|---|---|
| 2022 | 26/02/2024 |

**15.Multidisciplinary / interdisciplinary**

B.Ed curriculum is based on a multidisciplinary/interdisciplinary approach. An interdisciplinary approach is a method of bringing together the knowledge of two different disciplines and implementing it into the teaching-learning process. Knowledge of one subject prepares the basis for other subjects. One discipline integrates divergent knowledge to enrich the learners' capabilities and skills also. For example: understanding the disciplinary knowledge of subjects, language across the curriculum, learning and teaching, childhood and growing up, and assessment for learning provides

enough opportunities to develop pedagogical skills effectively.As a teacher student of B.Ed. must have knowlegde of diffirent disciplines like specific subject matter, child psycology, different evaluative tools, ICT, reading and reflecting, understanding of self, inclusive education. Environment Education, Health and Physical Education, hence making it truly interdusciplinary.

### 16.Academic bank of credits (ABC):

The college follows the annual examination system of Kurukshetra University, Kurukshetra for B.Ed and the semester system for M.Ed course.

### 17.Skill development:

Our institution follows the student-centered approach by conducting activities regularly to develop skills among pupil teachers. The college organizes  Debates, discussions, demonstrations, extempore speech, declamation, poem recitation, essay writing, action research, brainstorming sessions, book reviews and workshops to develop the following skills: Teaching Skills Cognitive and critical thinking skills, Pedagogical skills, Communication skills ,Technological skills, Research skills, Life-long learning skills,, Social skills, Interpersonal skills, observation skills.Life skills like

- Communication and interpersonal skills
- Decision-making and problem-solving
- Creative thinking and critical thinking
- Self-awareness and empathy
- Assertiveness and self-control
- Resiliency and adaptability
- Time management and planning
- Technology and digital literacy
- Teaching skills

also developed amongst the students through participation in various activities.

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

The medium of curriculum transaction is bilingual (Hindi & English). A bilingual approach is followed and students are motivated to participate in different traditional and cultural activities. The philosophy of different Indian thinkers is taught by teacher educators to aware pupil teachers about its educational implications in the Indian context. Pupil teachers are made well aware of the

Indian knowledge system, planning, and policies. Indian values are developed through Hawn yazna, mantro uccharan, yoga shivir, sadan activity, morning assembly, prayer, etc.

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

The curriculum of B.Ed & M.Ed is outcome-based. After the successful completion of the programme pupil teachers will be able to exhibit the professional skills and competencies, Show scientific & research capabilities in their academic, professional and general life pursuits, Acquire knowledge and skills in academic planning, organizing, evaluation, decision-making, and resource management according to pre-determined objectives/ outcomes, Visualize enshrined legislative provisions related to the Indian Education system and facilities in an inclusive setting, Provide an opportunity for experiential learning to conceptualize disciplinary understanding and empirical knowledge of school curriculum to assess and reflect on teaching-learning practices, Identify challenges of gender disparities, exposure to gender-neutral pedagogic materials and training to address the gender inequalities, Explore the role of social agencies, schools, and society in nurturing holistic well-being and promoting healthy practices, Provide exposure to ICT tools for their effective utilization in providing learning experiences as well as management of school activities. Sensitize towards environmental issues and the language background of students

## 20.Distance education/online education:

The students are benefited with the online education in the following ways:-

- Providing syllabus and other study material through email by library
- Providing e- resources through whatsapp group
- Taking extra classes thrugh google meet when students are not physically prsent for example during internship.

## Extended Profile

### 1.Student

| 2.1 Number of students on roll during the year | **230** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | [View File]() |

| 2.2 | **200** |
|---|---|
| Number of seats sanctioned during the year | |

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.3 | **200** |
|---|---|
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: | |

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.4 | **142** |
|---|---|
| Number of outgoing / final year students during the year: | |

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.5Number of graduating students during the year | **126** |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.6 | **88** |
|---|---|
| Number of students enrolled during the year | |

| File Description | Documents |
|---|---|
| Data Template | View File |

## 2.Institution

| 4.1 | **1712348** |
|---|---|
| Total expenditure, excluding salary, during the year (INR in Lakhs): | |

| 4.2 | **40** |
|---|---|
| Total number of computers on campus for academic purposes | |

| 3.Teacher | |
|---|---|
| 5.1<br><br>Number of full-time teachers during the year: | **5** |

| File Description | Documents |
|---|---|
| Data Template | [View File](#) |
| Data Template | [View File](#) |

| 5.2<br><br>Number of sanctioned posts for the year: | **8** |

# 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

**The Kurukshetra University, Kurukshetra prepares the curriculum for B.Ed and M.Ed classes.College implements it under the guidelines of IQAC. Being a women's college in Haryana, 70% of our students belong to rural areas; therefore IQAC prepares the academic calendar of scholastic and co-scholastic activities as per the need and resources available to the students. Unit planning is done by every teacher in their respective subjects. The session starts with the orientation programme regarding the syllabus, optional subjects, internship, library, and execution of activities in daily morning assemblies, and subject associations. The main objective of this orientation programme is to make students familiar with the functioning of the college. Different committees, sadans, associations, and cells are formed. In Chargeof timetable, examination, internship, internal assessment, houses (Sadans) and cells prepare the planning of the activities to be conducted over the year. After pre-internshipand internal examination, remedial classes are scheduled by the IQAC to consider the genuine problems of the pupil teachers. The College organized planned activities according to the academic calendar through online mode as well as offline mode.**

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

| **1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni** | C. Any 3 of the above |
|---|---|

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| List of persons who participated in the process of in-house curriculum planning | **No File Uploaded** |
| 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 | View File |

| **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** | B. Any 3 of the Above |
|---|---|

**students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| URL to the page on website where the PLOs and CLOs are listed | http://www.gddaveducationknl.org/aspxpages/NewsandUpdates/Notices.aspx?NewsId=159 |
| 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 | **No File Uploaded** |

## 1.2 - Academic Flexibility

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

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

**14**

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

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

0

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

0

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

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

0

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

0

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

| | |
|---|---|
| **1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance** | One 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 | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

**0**

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

**0**

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

**1.3 - Curriculum Enrichment**

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

**The college believes in providing practical experience to pupil**

teachers for using reflective teaching in their teaching profession. The teaching skills among pupil teachers have developed through demonstration lessons given by teacher educators and teaching in simulation by pupil teachers. The institution provided teach/re-teach sessions to pupil teachers for the refinement of teaching skills. Teaching skills were improved through practicelessons and suggestions were given for further improvement. The college provided ample opportunities to develop communication skills by conducting various online activities such as debate, declamation, seminar, role-playing, speech, group discussion, etc.Morning assembly was organized in which pupil teachers performed activities like prayer, the thought of the day, news reading, celebration of national and international days, etc. The college organized self-development activities like sharing self-experiences through extempore speeches to make pupil teachers emotionally intelligent. To develop critical thinking, and communication skills among the pupil-teachers, participation has been mandatory for all the pupil-teachers.

| 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

All the above points and the issues related to them are integrated into the entire syllabus of B.Ed. programme. The development of the School system is taught in the first paper i.e. Knowledge Across the Curriculum. The students are familiarized with the functioning of various boards of school education in paper IV B( Understanding the discipline and school subjects). Students are made aware of the functioning of CBSE and HBSE boards through interactive sessions with principals and teachers. College familiarizes the international and comparative perspectives through the paper Comparative education taught at M.Ed. level and the students are apprised of the

differences between the education systems of various countries. The assessment system of various national and state boards is taught in the paper IX(Assessment for Learning ) ofB.Ed. course.

| 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

To follow the student-centric approach the college always triesto provide a wide range of curricular experiences during the whole session to enable students to develop an understanding of the interconnectedness by following learning engagement through blended mode:

- To keep in mind the futuristic professional competencies more ICT enabled programme for prospective teachers were conducted
- To enhance their teaching skills and concept mapping skills, pedagogical analysis of content matter in their respective subject was taught to the students
- Pupil teachers participated in teaching in simulation and gave their demonstration and through Peer observation, they evaluated the teaching of each other during the 'Pre-Internship Programme'
- Various scholastic and co-scholastic activities like webinars, E-quizzes, speeches & poetic Recitations, and essay writing, through hybrid mode were organized which helped them to grow professionally during the teacher education programme.
- Ample value-based activities were organized by the college to develop humanity, secularism, dedication and devotion among the pupil-teachers.

| 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 | Two 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 and analysed |
| --- | --- |

| File Description | Documents |
| --- | --- |
| Stakeholder feedback analysis report with seal and signature of the Principal | View File |
| Action taken report of the institution with seal and signature of the Principal | No File Uploaded |
| 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

**230**

## 2.1.1.1 - Number of students enrolled during the year

**230**

| 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 | *View File* |
| Approved admission list year-wise/ program-wise | *View File* |
| Any other relevant information | **No File Uploaded** |

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

**73**

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

**73**

| 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 | **No File Uploaded** |
| 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.

**The students admitted to our institution belongs to different social, cultural, economic and vernacular backgroud. These differences leads to difference in learning capabilities. The institute assess their learning level through the close observation of the students in unit test, through viva-voce of practical subjects. To assess the entry level of the students, an aptitude test is applied. Chalk board writing of student teachers is also checked and they practise for the improvement also.**

**The innovative assignments are given to the students to increase their intellectual abilities and motivate them to involve in national, international seminars in different institution. Peer teaching is provided to slow learners by advanced learners so that they can broader their knowledge and develop skills.**

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | [View File](#) |
| Documents showing the performance of students at the entry level | [View File](#) |
| Any other relevant information | **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** | **Four/Three of the above** |

**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**

| 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 | **No File Uploaded** |
| Photographs with caption and date, if any | **No File Uploaded** |
| 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**

`Two of the above`

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

**2.2.4 - Student-Mentor ratio for the academic year**

1/20

## 2.2.4.1 - Number of mentors in the Institution

10

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Relevant documents of mentor-mentee activities with seal and signature of the Principal | [View File](#) |
| Any other relevant information | [View File](#) |

## 2.3 - Teaching- Learning Process

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

Our institution is corroborating the application of student centred approach such as participatory learning, group discussion, problem solving learning, online mode in teaching learning process. These kind of activities are regularly conducted in our college to make learning more student- centred. Due to COVID-19, in this academic year online mode for teaching learning process was adopted. All the teachers of the institution used google-meet application to carry out their teaching-learning subject. Whatsapp group was formed for all the students, so that they could discuss about the problems about the subjects with their respective teachers.Zoom application was also used to connect with the students. Other than these, group discussions were also held during the google meetings. Topics for the discussion were also held during the google meetings. Topics for the discussion were decided by the subject teachers and then students were asked to give their opinion about the topic and have a healthy discussion. Brain storming sessions were organised. A topic for giving their own ideas was decided & students were free to think and allowed to speak about their ideas.

| 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 | **No File Uploaded** |

**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**

**10**

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Link to LMS | **Nil** |
| 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**

**230**

| 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 | **No File Uploaded** |
| Landing page of the Gateway to the LMS used | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

**A continuous guidance and instructions are provided by the teacher educators to student teachers for developing characteristics through productive sessions with students. The surroundings of the institution supportive for the overall development of the faculty as well as students. Teachers are chosen according to the ability so that they can assist the students according to their diversities helps them to grow personally, socially, academically and professionally. There is a healthy and cordial relationship among the faculty members. All the faculty members work with cooperation of each other under the guidance of Worthy Principal Mam. Regular instructions are given to the teachers and pupil teachers for maintaining a steadiness between home and work stress. A series of lectures are organized by department of Education, Haryana named as 'UDAAN' to give guidance for dealing with the stress in life.**

**Seminars and extension lectures on new ideas are organized in the college by different experts time to time to have the knowledge and understanding of new and recent developments in the field of education.**

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

| **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** | **Three of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Documentary evidence in support of the selected response/s | No File Uploaded |
| 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

**Our institution emphasizes on nurturing creativity, making innovative Developing thinking skills, empathy and life skills among pupil teachers by assigning different tasks on regular basis. Various opportunities are provided to the pupil teachers to think divergently for any area.**

**Pupil teachers work on creating the different teaching learning material like models, posters, flash cards, charts on same topic. But, teachers' finds different ways to prepare this kind of teaching learning material to make teaching learning process effective.**

**Institution encourages teachers an pupil teachers to work upon the new areas related to education so that necessary modification can be done in the teaching learning process. Teachers give guidance to**

pupil teachers to involve themselves in research projects and discover something new.

Institution gives opportunities to the pupil teachers to come in contact with society through outreach activities and have ideas about others perspectives. This helps people teachers to work in cooperation an teachers about the life skills through the direct and indirect experiences.

| 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)** | 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 with video graphic support wherever possibl | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

| | |
|---|---|
| **2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized** | Four/Five of the above |

**Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

| 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 | **No File Uploaded** |
| 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**

**Two 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**

**Three of the above**

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

| 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**

**Three 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**

**Three of the above**

**ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Documentary evidence showing the activities carried out for each of the selected response | **No File Uploaded** |
| Report of the events organized | View File |
| Photographs with caption and date, wherever possible | View File |
| Any other relevant information | **No File Uploaded** |

| | |
|---|---|
| **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** | **Three of the above** |

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

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

**The institution plans for internship through very systematic and proper channel. Internship incharges select the schools of Internship under the guidance of Principal of college. Internship incharge went to different schools and acquainted with the school rules and working of schools. Teacher takes permission from respective schools on request as well as participation basis. Then school internship incharge have a meeting and confront with the**

**principal and teachers of school to discuss about the 16 weeks for B.Ed. 2nd year and 4 weeks for B.Ed. 1st year internship programme. Before going to schools for internship the head of institution gives instruction and necessary information which are important and helpful during their internship programme. The pupil teachers are instructed to follow the rules and regulations of schools and play role of teachers very seriously and perform every task very efficiently. To make them aware about the different modes of evaluation and assessment of students is also the part of internship preparedness. During internship students gets opportunity to have exposure about various school set ups.**

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | **No File Uploaded** |
| 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**

**142**

| 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** | **Three/Four of the above** |

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

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

**Our institution conducts a disciplined internship programme for pupil teachers as prescribed in the curriculum followed by scheduled activities. Pupil teachers are instructed and oriented by the head of the institution. Pupil teachers are trained under the guidance of teacher educators for the internship in schools. Pupil teachers are given demonstration lessons by all the teacher educators in their respective subjects, after demonstration lessons, pupil teachers are provided with the opportunities for simulation lessons to master the teaching skills before going to the real teaching practice during the internship.**

**Schedule of the internship programme, List of schools are prepared by the internship in charge with the consent of the Principal. Each teacher educator is assigned a school and they have to observe the students for further guidance. During the internship programme, teacher educators ensure about optimal learning exposures to the pupil teachers. The principals of the school observe about the performance of the pupil teachers for the improvement required in any specific area. Schoolteachers create a comfortable environment and orient them about the functioning of school system. Lastly, observation by peers also gives suggestions for further better improvement.**

| 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) | **Two of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) | **No File Uploaded** |
| Two filled in sample observation formats for each of the claimed assessors | View File |
| Any other relevant information | **No File Uploaded** |

| 2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness | **Three 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 | **No File Uploaded** |
| Any other relevant information | View File |

**2.5 - Teacher Profile and Quality**

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

**5**

| 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**

**5**

| 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**

**123**

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

**123**

| 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

**In our institution, various kinds of activities are organized for**

**teacher educators to keep them updated professionally. Different in-house discussions are organized in the institution in which all the teacher educators are present actively and have deep discussions on the latest topics. The purpose of these kinds of activities is to make teachers aware and to get ready for the change in the education system. Teachers attend the refresher courses, orientation courses FDPs, and workshops to update themselves with the advancements in the field of education. The institution provides opportunities for teacher educators to present papers in various national and international webinars. Teachers worked on various recent topics and published papers in various journals.**

| 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

**Continuous Internal Evaluation is one of the core features of the college to maintain quality teaching and learning processes. A systematic plan is prepared by the examination incharge under the guidance of the principal throughout the academic session. Internal evaluation is conducted according to university rules and regulations. Proper records of the students are maintained for each and every activity performed by the students. Teaching skills are evaluated during the internship by the teacher educator and teachers. Students are assessed periodically through various activities like project work, and assignments work during the internship. For the formative assessment proper oral and written class tests, unit tests, house examinations, seminars, discussions, and attendance are monitored regularly and proper guidance is provided by the faculty members.**

| File Description | Documents |
|---|---|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | [View File](#) |
| Any other relevant information | [View File](#) |

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

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

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

**The examination committee is established to provide the students with an easy and readily accessible mechanism for prompt disposal of their issues. In our institution to resolve the grievance related to examinations, students are free to contact the examination incharge and examination committee. The examination committee deals and resolve with all the grievances related to the internal and external examination. In internal examination queries related toexamination are resolved by the examination committee with the concerned subject teachers. Class tests, internal examinationand reappear examinations are coducted from time to time. Our college act as centre of examination by all nearby colleges. Grievances related to subject options, question paper medium, loss of roll number, loss of ID of students, writer for physically challenged students are resolved from time to time.**

| 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.

**The institution prepares the academic calendar in the very beginning of the session on the basis of the academic calendar provided by Kurukshetra University, Kurukshetra. All the activities and events including internal examination are given in the academic calendar. A tentative number of working days are calculated before the commencement of classes for the academic session. Internal Evaluation is managed through different modes such as seminars, oral tests, extempore, projects, sessionals, classtests, internal testsand house examinations regularly and monitored by the head of the institution. Before this, an examination committee is formed for the planning and implementation of the internal evaluation. The examination committee decides the tentative dates of unit tests, internal viva, and internal house examinations at the college level. The record of this assessment is maintained for internal assessment of the pupil teachers. The date for the conduction of the internal examination depends upon the completion of the syllabus. Keeping in mind the academic calender, unit plans are prepared by respective subject teachers accordingly.**

| File Description | Documents |
|---|---|
| Academic calendar of the Institution with seal and signature of the Principal | View File |
| Any other relevant information | **No File Uploaded** |

## 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.

**To produce qualified and competent teachers, our institution makes effort to align Programme Learning Outcomes (PLO's) Course Learning Outcomes (CLO's). Student-teachers are familiarizing with the theories of child development, understand different policies of**

education. To identify the individual differences among the learners different activities are assigned to the students during sadans and associations. To develop communication skills discussions, question-answers, extempore are organised from time to time. To explain the issues regarding gender, gender-sensitization programmes are conducted through extension lecture, speeches, poems etc. Pedagogical analysis is done in each teaching subject. Field visit to schools, villages promotes inclusive practices. To understand the basis of diet and nutrition, different lectures are organised. Yoga activities (Sessions) are organised to understand the correct posture. Students are familiarize with educational, vocational and personal guidance.

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

## 2.7.2 - Pass percentage of Students during the year

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

The progressive performance of the students and attainment of professional and personal attributes is monitored regularly for further improvement. The following scholastic and co-scholastic activities are conducted in the college to acquire professional knowledge, intellectual development, critical thinking, social skills, cooperative learning, communication skills, ICT skills etc:

- Lesson in simulation, discussion lessons,observation lessons by studentsfollowed by the school internship programme
- performance and evaluating lesson plan skills

- **Debate and group discussion on social issues**
- **Yoga Workshop**
- **Literary activities (Debate, Declamation, Speech, essay writing and Book reviews etc)**
- **Seminar Presentation in respective classrooms**

**Feedback is taken on the above-said activities and adequate guidance is provided.**

| 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**

**127**

| 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 | [View File](#) |

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.

**During admission through oservation our college emphasizes on students to know about their scholastic and co-scholastic needs of the students. The basic purpose of assessment is to identify their needs through observation. To check the iupliftment or enhancement in their performance assignments, projects, seminars, and examinations (written and oral like viva) were conducted from time**

to time. The basic function of assessment is to check the weaknesses and area of learning needs of the students. Through assessment, competition, college know about how much students achieve the target of enhancing or catering their needsin different areas where they were lack behind. Opportunities are given to students in different areas. After that competitions, tests,assignments were given

| File Description | Documents |
|---|---|
| Documentary evidence in respect to claim | [View File](#) |
| Any other relevant information | No File Uploaded |

## 2.8 - Student Satisfaction Survey

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

http://www.gddaveducationknl.org/file/Student%20Satisfaction%20Surve ry%20%202021-2023.PDF

## RESEARCH AND OUTREACH ACTIVITIES

## 3.1 - Resource Mobilization for Research

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

0

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

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

50000

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

| | |
|---|---|
| **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** | One of the above |

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

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

| File Description | Documents |
|---|---|
| Documentary evidences in support of the claims | **No File Uploaded** |
| Details of reports highlighting the claims made by the institution | **No File Uploaded** |
| Reports of innovations tried out and ideas incubated | **No File Uploaded** |
| 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

**7**

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

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

**01**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| • First page of the published book/chapter with seal and signature of the Principal | **No File Uploaded** |
| 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

**22**

| 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 | **No File Uploaded** |
| 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

**230**

| File Description | Documents |
|---|---|
| Event-wise newspaper clippings / videos / photographs with captions and dates | **No File Uploaded** |
| 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**

**230**

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

**230**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Documentary evidence in support of the claim along with photographs with caption and date | **No File Uploaded** |
| 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.

**Our institution from time to time organises many activities like open talks and debates on issues like women's education, dowry etc to make aware and sensitize the pupil teachers regarding various social issues. We encourage the students to participate in different co-curricular activities organised by the institution rendering the social causes for the society. Institution celebrates various national/ international days such as Independence Day, Women's Day, Yoga Day, Environment Dayetc. All these celebrations develop a great sense of responsibility and integrity.**

**Every year our institution organises a talent show and motivates**

students to participate in various activities so that they could learn and show their qualities through showcases.

Various religious festivals like Diwali, Dussehra and Lohri are celebrated yearly to develop cultural harmony among pupil teachers. Our students also visited some nearby villages from time to time to perform a number of community activities.

| 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 | No File Uploaded |
| 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

0

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

o

| File Description | Documents |
|---|---|
| Data as per Data Template | No File Uploaded |
| List of teachers/students benefited by linkage – exchange and research | No File Uploaded |
| Report of each linkage along with videos/photographs | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

0

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | No File Uploaded |
| 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

The college has adequate infrastructural facilities for the smooth functioning of the teaching-learning process.

- It has well-maintained spacious ventilatedclassrooms including 2 classrooms equipped with Smartboards.
- The college auditorium is very spacious having a capacity of 350 students.
- The college haswell-equipped Mathematics Lab, Science Lab, Social Science lab, Language lab, and Psychology Lab.
- The college has a computer lab having 25 computers to make teacher-trainees techno-savvy.
- The entire campus is Wi-Fi enabled and is under CCTV surveillance.
- The college has a common room and a yoga room also.
- The college library has a good number of textbooks, reference books, magazines, journals, newspapers, etc. The library is partially automated with Tech-lib7 software. Our library provides circulation service, internet browsing, reference service, career information service, Reprographic service and book bank service, etc. E-journals can also be accessed through N-List.
- The administrative department of the college consists of the principal's office and administrative office which are fully Wi-Fi enabled.
- Water coolers with R.O. on each floor are also available for the students as well as the staff of the college.
- Staff room
- Well equipped Seminar hall
- Nature Room
- Guidance and Counselling cell
- Play Ground
- The hostel has a capacity of more than 80 students
- Parking facility
- Washrooms on each floor ( Physically Challenged, Male and female)

| File Description | Documents |
|---|---|
| List of physical facilities available for teaching learning | [View File](#) |
| Geo-tagged photographs | [View File](#) |
| Any other relevant information | **No File Uploaded** |

**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**

**3**

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Geo-tagged photographs | [View File](#) |
| Link to relevant page on the Institutional website | http://www.gddaveducationknl.org/aspxpages/Facilities/Facilities.aspx |
| Any other relevant information | **No File Uploaded** |

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

**309681**

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | [View File](#) |
| Any other relevant information | **No File Uploaded** |

**4.2 - Library as a Learning Resource**

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

**The college library is partially automated through TECHLIB -7**

(Integrated Library Management System). Some of the key features of the software are:- creating membership records with photos, maintaining of Accession Register, and statistical reports The circulation module of the software covers all the operations of circulation such as Issue -returns, renewing of books, etc.

| File Description | Documents |
|---|---|
| Bill for augmentation of library signed by the Principal | **No File Uploaded** |
| Web-link to library facilities, if available | http://www.gddaveducationknl.org/aspxpages/Facilities/Facilities.aspx |
| 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

NLIST of INFLIBNET is subscribed to access the e-journals and e-books in the library. Study material and question papers are provided through library email. Students can ask the librarian for any type of study material through email at dgd.library@gmail.com. Remote access to the library will be provided in the future.

| File Description | Documents |
|---|---|
| Landing page of the remote access webpage | View File |
| Details of users and details of visits/downloads | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

| **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 | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

**83229**

| 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 | **No File Uploaded** |
| 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**

**314**

| 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 | Nil |
| Any other relevant information | No File Uploaded |

| | |
|---|---|
| **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

Internet facility was upgraded by the college i.e. BSNL FIBRE 5G for high speed. (ii) Academic and administrative departments such as a library, staff room, principal office, labs, computer lab, and administrative office have Wi-Fi connectivity. (iii) Computers are secured with Quick-Heal (Anti-Virus). (iv) A Separate Computer Lab with 10 Wi-Fi-enabled computers has been set up for the students to search online material in the Library (v) Laptops are provided to

**all the faculty members for maintaining quality in a digital environment such as for taking online classes, creating google forms, for organizing online competitions, collecting online feedback forms, NAAC work, and others.**

| File Description | Documents |
|---|---|
| Document related to date of implementation and updation, receipt for updating the Wi-Fi | **No File Uploaded** |
| Any other relevant information | [View File](#) |

**4.3.2 - Student – Computer ratio during the academic year**

**9:1**

| File Description | Documents |
|---|---|
| Data as per data template | [View File](#) |
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | [View File](#) |
| Any other relevant information | **No File Uploaded** |

| **4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:** | **D. 50 MBPS - 250MBPS** |
|---|---|

| File Description | Documents |
|---|---|
| Receipt for connection indicating bandwidth | **No File Uploaded** |
| Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth | [View File](#) |
| Any other relevant Information | **No File Uploaded** |

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

| File Description | Documents |
|---|---|
| Data as per Data Template | **No File Uploaded** |
| Link to videos of the e-content development facilities | **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 | [View File](#) |

## 4.4 - Maintenance of Campus and Infrastructure

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

**1183731**

| 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 | **No File Uploaded** |

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 infrastructural facilities of the college are regularly maintained. Committees are formed to maintain and utilize physical, academic, and support facilities such as laboratories, and the library of the college. To maintain cleanliness on the campus, one helping staff member is appointed on each floor of the building. Furniture and equipment are purchased as per the requirements received from the stakeholders. The purchase committee comprising of the Principal, senior members, and administrative members conducts regular meetings to approve necessary purchases for the maintenance of college infrastructure. The college has 13classrooms including 02 smart classrooms. The college has various laboratories such as a**

language lab, Science lab, Mathematics lab, social science lab, and computer lab with all the amenities required in the labs. A Library Committee comprising the Principal, Librarian, and two senior staff members always tries to improve /update the library by adding new books, magazines, and journals. The library is maintained by only one staff member and is headed by the librarian. Stock verification of the library and various labs isdone at the end of the session. All computers in the Internet Centre of the library are maintained and updated regularly. The college has invited an IT Consultant whenever required to provide support services relating to computer hardware and software. The College has lush green gardens which are maintained by an experienced gardener. The college has two powerful generators as an alternate source of electricity.

| File Description | Documents |
|---|---|
| Appropriate link(s) on the institutional website | **Nil** |
| Any other relevant information | [View File]() |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

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

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

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

| | |
|---|---|
| **5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees** | **C. Any 2 of the above** |

| File Description | Documents |
|---|---|
| Data as per Data Template for the applicable options | View File |
| Institutional guidelines for students' grievance redressal | **No File Uploaded** |
| 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)** | **Two of the above** |

| File Description | Documents |
|---|---|
| Data as per Data template | View File |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | **No File Uploaded** |
| Report of the Placement Cell | 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 |
|---|---|
| 16 | 142 |

| 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 | **No File Uploaded** |
| Any other relevant information | View File |

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

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

54

| 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 | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

50

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

**5.3 - Student Participation and Activities**

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

**There is no student council in our college but different subject associations like the Literary Association, Science Association, Mathematics Association, and Social -science & Commerce Association, were formed. In which different members are nominated as president, vice president, and treasurer.Different sadan and committee werealso formed ,sadan and committee entrusted with organising a various curricular ,co-curricular and extra curricular activities such as dance,music,essay writing,debate,speech ,Drawing &painting,cultural competition,yoga activities and bulletin board in college campus and community.The objectives of the assocation, sadan,and committee toreveal that the prospective teachers are to be trained in leadership qualities and citizenship. They must have the qualities of foresight, planning, team work, sense of belonging,sensitivity towards neighbhours and sacrificial helping tendency.**

| 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 | <u>View File</u> |
| Documentary evidence for alumni role in institution functioning and for student welfare | **No File Uploaded** |
| Any other relevant information | **No File Uploaded** |

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

**12**

| File Description | Documents |
|---|---|
| Data as per Data Template | <u>View File</u> |
| Reports of the events along with the photographs with captions and dates | <u>View File</u> |
| Copy of circular / brochure indicating such kind of events | <u>View File</u> |
| 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 Alumni Association was formed by former students of the college. It was not registered yet.

| 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 | No File Uploaded |
| Any other relevant information. | No File Uploaded |

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

00

| File Description | Documents |
|---|---|
| Data as per Data Template | **No File Uploaded** |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | **No File Uploaded** |
| Any other relevant information | [View File](#) |

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

**Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing, and furthering talent regularly before the session 2022-23.**

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | **No File Uploaded** |
| 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.

**The institution follows a democratic and participatory mode of governance. The governing body of the college takes all the significant decisions. As per the constitution of the governing body of the college, there are 21 members consisting of President, Vice president, Secretary, General secretary, Treasurer and ten other membersfrom D.A.V. CMC, New Delhi, one nomineeof DHE, Haryana, one nomeenee of the Kurukshetra University, Kurukshetra and four from the college including the principal, 2 teachers representatives and 1 non teaching staff representative as per Kurukshetra University, Kurukshetra and the Directorate of Higher Education Haryana (Panchkula) norms.The principal of the college is empowered by the**

governing body to take all the important academic and administrative decisions. However, for democratic andsystematic functioning of the college, IQAC forms various academic, non academic andfinancial committees to work independently. Students participate in decision making through different associations, houses and cells.The institution has a perspective plan as per the vision and missions of the college. Further, the principal as director of IQAC with the consent of governing body takes decisions for the growth and development of college and maintaince of quality..

| 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

The management of the college decentralizes the power to the principal to take administrative and academic decisions for the smooth functioning of the college.Further, the principal as director of IQAC decentralizes the power and gives flexibility to the teachers as heads of different acedemic committees(admission, library, research,Internal assessment, examination, Intrernship, time table) non- academic( women cell, eco club, culltural association, youth red cross cell, placement cell, student grievience and redressal cell, antiragging cell, alumini association,red ribbon club, anti tobacco cell, nature interpretation centre) and financial committees( repair and maintainance, condemn, purchase, construction,bursar).Techers further ensures participation of the students through diffent Associations(science, social science,literary,commerece,mathematics) Houses(Swami Dayanand, Sardar Bhagat Singh, Swami Vivekanand, Ramanujan, Aryabhatta, Mahatma Hans Raj, Kalpana Chawla, Rani Laxmi Bai.

| 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.

**The institution maintains transparency in financial, academic and other functions by adopting the following procedure. The purchase committee of the college maintains transparency and completes the process of purchase of equipment, furniture, and other accessories by receiving requirements, inviting quotations, comparing the quotations, and giving orders to the minimum one.The payment to the venders is either online or through cheque.The academic transparency is maintained as academic calender and time table is prepared inthe start of the session and circulated. If there is any change in the activites planned or in the time table is informed to all concerned personnals in advance.The college strictly maintains transparency in administrative functions also. All type of recruitments is strictly done by following the rules and regulations of Kurukshetra University, Kurukshetra/ Director Higher Education, Haryana, Panchkula/ NCTE/DAVCMC, New Delhi. For every fresh recruitment the college gives advertisements in the leading national daily newspapers. application is scrutinized by strictly following the eligibility criteria. The recruitment is done purely on merit basis. All CAS promotions with regard to Teaching staff is done by following the transparent procedure as framed by the Director Higher Education, Haryana, Panchkula.**

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

## 6.2 - Strategy Development and Deployment

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

**The college strategic planning is done for quality enhancement**

through the active participation of all the staff members and students.in the start of the session acedamic calender of the institution is formed keeping in view theuniversity calender. Committees, Associations and Houses are formed in the begining of the session. Formation of the houses is a regular and successful practice of the college. Houses are formed in the begining of the session keeping in view of total working days and teachers available for the session. Each house remain functional for atleast 15 working days. As the college follows the philosophy of Arya Smaj, each house starts with the vedic havan. Students of the House conduct morning assembly, celebrate national and international days, maintain discipline and cleanliness in the college.Prayer, thought of the day, news head lines, short moral storie are part of morning assembly with the objective of starting the day with a positive note.The objectives of the houses are to inculcate life skills like self-awareness, critical thinking, creative thinking, decision making, problem solving, communication skills, interpersonal relationship, empathy, coping with stress, coping with emotions.At the end the house consolidated report iof the activities is submitted by the students.

| 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 | View File |

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

Different bodies for the proper functioning of the institution areKurukshetra University (Affiliating body ), NCTE (a statutory body), DGHE, Haryana, UGC, and D.A.V. College Managing Committee. Institution adhered to NCTE and KUK regarding implementation of fee structure and admission procedure,infrasturucture, teching and nonteching strenght, total no of students. Appointments, promotions and disciplinary actions ( if any ) and all other financial matters are in accordance with policies of DHE and DAV management.Audit is done by the Kurukshetra University Kurukshetra and Directotrate of Higher Education, Haryana, Panchkula. Polices framed by KUK,DHE and DAV Management are implemented transparently and democratically by the institution.The governing body of the college takes all the

significant decisions. As per the constitution of the governing body of the college, there are 21 members consisting of President, Vice president, Secretary, General secretary, Treasurer and ten other members from D.A.V. CMC, New Delhi, one nominee of DHE, Haryana, one nominee of the Kurukshetra University, Kurukshetra and four from the college including the principal, 2 teachers representatives and 1 non-teaching staff representative as per Kurukshetra University, Kurukshetra and the Directorate of Higher Education Haryana (Panchkula) norms.

| File Description | Documents |
|---|---|
| Link to organogram on the institutional website | http://www.gddaveducationknl.org/file/organogram%20C.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 | No File Uploaded |
| 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.

For the growth and development of the college various committees are constituted and from time to time meetings of different committees are conducted for the planning of scholastic and non-scholastic

activities. All minutes of meetings are prepared with all the decisions taken.In the session 22-23, the organisation of remedial classes is an activity that is successfully implemented by examination committee is described.after the house examination and result analysis of the students, it was decided to organise remedial classes for the students. It was decided in the staff meeting that difficult topics will be taken from the students through google form. Data were collected through the students and after that remedial classes were held effectively on that topics only.

Activity: Organising Remedial Classes

Committee- Examination

Objectives-

- To give more help and support for the slow learners.
- To pay individual attention to the low achievers in the class.
- To develop interest in attending remedial classes for the children.
- To address learning gaps by reteaching basic skills.
- To focus on core areas.
- To close the gap between what students know and what they're expected to know.

| File Description | Documents |
|---|---|
| Minutes of the meeting with seal and signature of the Principal | View File |
| Action taken report with seal and signature of the Principal | View File |
| Any other relevant information | View File |

## 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

The institution has the following effective welfare measures for teaching and non-teaching staff:

1. Leave benefits-casual leaves, earned leaves and compensatory leavesare provided to both teaching and non-teaching staff as per DHE, Haryana and Kurukshetra University, Kurukshetra norms.

2.  Duty leaves and TA/DA are provided to the teaching staff to attend various Orientation/Refresher/Seminar/workshops/Training Programs etc. as per the Government rules. Non-teaching staff are also provided duty leave.
3.  Female teaching and non-teaching staff can avail of Maternity Leave of 180 days as per Government rules.
4.  The institution helps the staff to avail loan from banks on their P.F and NPS (National Pension Scheme for employees who joined services after (01.01.2004).
5.  The uniform is provided to helping staff.
6.  Facilities like library, laptops, Wi-Fi campus and free parking are provided to all the staff members
7.  Leave encashment
8.  TA/DA are given to stude to the teachers for their professional growth.
9.  Gratuity
10. Retirement benfits
11. PF/NPS

| File Description | Documents |
|---|---|
| List of welfare measures provided by the institution with seal and signature of the Principal | [View File](#) |
| List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal | [View File](#) |
| Any other relevant information | [View File](#) |

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

05

| 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 | View File |
| Certificate of participation for the claim | View File |
| Certificate of membership | No File Uploaded |
| Income Expenditure statement highlighting the financial support to teachers | No File Uploaded |
| Any other relevant information | View File |

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

**02**

| 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 | No File Uploaded |
| Any other relevant information | No File Uploaded |

**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**

**07**

| 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.

The institution has the following performance appraisal system for teaching and non-teaching staff: All the teaching staff are asked to fill out an Annual Confidential Report (ACR) as a self-evaluation annually. This provides an insight into one's own assessment of all the scholastic, non-scholastic, and administrative activities such as subject taught, teaching methodologies, sadans and associations activities, participation in national and international seminars & paper presentations, publication of research articles, members of committees, etc. Through ACR, a teacher can showcase his/her continuous professional development. These ACRs are then forwarded to the principal whereas; the principal of the college assesses and verifies them. The performance appraisal is also used for the Career Advancement of the teachers who are updated about their performance at each level. If there is a scope for improvement on the part of the teacher, they are advised to improve for later promotions as per the norms. The whole system is carried out in a confidential manner. The non-teaching employees also fill and submit the Annual Confidential Report (ACR). This document is then verified by the respective reporting officer of the employee and further evaluated and certified by the principal.

| 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 | No File Uploaded |
| 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

Institution conducts internal or /and external financial audit regularly. Internal audit is a continuous process to ensure the verification of each and every financial transaction. D A V C M C New Delhi depute the auditor/CA for internal audit of the college.In

the initial stage, the principal,burser and deputy superintendent monitor and verify income and expenditure statements for clarity, authenticity, transparency and financial accuracy. The proper procedure is adopted to purchase the equipment, furniture, stationary, etc. Purchase committee, repair & maintenance committee and construction committee are formed. Quotations are invited and prices and quality of each and every item are compared. The cashbook, vouchers and proper record with the concerned purchase are verified and appropriately maintained. The external audit is done by DHE, Panchkula and Kurukshetra University, Kurukshetra whenever required. The audit objections, if any, are removed by the administrative office.

| 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)**

57200

| 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 | View File |

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.

Major sources of institutional funds: 95% grant in the form of salary of grant-in-aid staff are through DHE, Panchkula and 5% share

is generated by management of the College.Other source of income is B.Ed. and M.Ed.students feesas prescribed by Kurukshetra University, Kurukshetra. Every year governing body of the college appoves the budget of the college for financial year.The college adopts the proper procedure to utilise the budget.The college has a purchase committee, building and construction committee, repair and maintenane committee, library committee etc for the optimum utilization of resources. The utilization of funds is ensured through a financial audit at the end of the financial year. College fees received from students is used for the development of the students, college, the salary of contractual staff. Infrastructural and Academic facilities are augmented for students. Library services are strengthened on a priority basis. New books and journals are added every year. Each item is economically purchased by comparing a minimum of three quotations. For each and every financial transaction proper permission is taken from the Principal of the college.

| 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

At the beginning of the session the IQAC designs the academic calendar. Different committees/ cells, association and houses are formed in the very start of the session. Differentcommittees/cells, association and houses work independently under the vision of principal and supervision of teacher incharge and active invilemrnt of the students.The activities are planned as per the requirements of students in view of situational and growth prerequisites. At the time of the admission profile of each student is maintained having the diverse data like their hobbies, interests, academic achievements, co-curricular achievements, family detail, jobs performed, health data so that the activities may be planned best suited to their needs.The institution organizes regular curriculum planning meetings within the staff in order to transact the

**curriculum effectively and to reviewe and revise activitiesadapting them to the situation. Mid term corrections are done and implemented as the need ariseafter discussion in staff meetings.**

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

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

**The college continuously reviews and takes steps to improve the quality of the teaching-learning and internship process through regular staff meetings.The college Obtains the feedback from various stakeholders such as teachers, parents, school principals and school teachers, eminent community members and resource persons and students and takes timely action to implement the suggestions given by them.Thefeedback is obtained on varied parameters like use of ICT in teaching-learning, Internship, unit test, house test, completion of the curriculum through assignments, Class Tests, Tutorials etc. Result analysis after examinations,remedial and enrichment classes are the regular feature in the college to help underachievers to get good marks and facilitate meritorious students to secure positions at various levels. Feedback from students is also taken in Google form and. Feedback is properly analyzed and appropriate activities are planned in view of feedback.**

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

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

**15**

| 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 | No File Uploaded |

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Link to the minutes of the meeting of IQAC | http://www.gddaveducationknl.org/aspxpages/admissions/CommitteesCells.aspx |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | http://www.gddaveducationknl.org/file/AQAR%202021-2022.pdf |
| Consolidated report of Academic Administrative Audit (AAA) | No File Uploaded |
| e-Copies of the accreditations and certifications | No File Uploaded |
| • Supporting document of participation in NIRF | No File Uploaded |
| Feedback analysis report | View File |
| Any other relevant information | View File |

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

**Institution keeps track of the incremental improvements on academic and administrative functioning to promote quality. 1. As per the suggestions received by NAAC, the college puts its maximum efforts to appoint three assistant professors on the permanent basis.2. 1265 quality books on research, ICT, pedagogy, special education, guidance and counselling, quality education and current topics etc. were added in the library for B.Ed and M.Ed students.3New building having six classrooms having proper ventilation, lighs arrangements, chalk boards,wash rooms and ramp under RUSA (Govt.) was constructed to provide better infrastructure for quality teaching & learning process. 4. BSNL Fibre connections for the internet are installed to promote e- governance for administrative and academic activities.5. New euipment like Computers, laptops, printers, photocopier, Interactive panel, Music System, solar panel, wireless microphones, projector, screen, CCTV cameras, library software,scanneradded in the institution.**

| 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 made a policy to ensure the practices regarding energy conservation. The college is committed for energy conservation by using the following electrical equipment:**

**· LED bulbs/ Tube lights for low consumption of electricity,**

**· Power-efficient star-rated equipment which leads to lesser electricity,**

· **Inverters,**

· **Proposal submitted to RUSA to purchase solar panels/ alternative sources of energy to minimize the consumption of electricity.**

| File Description | Documents |
|---|---|
| Institution's energy policy document | [View File](#) |
| Any other relevant information | **No File Uploaded** |

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.

**Reduce, Reuse and Recycle is the motto of the college so that it adopts sustainable practices. The following initiatives are taken by the college to minimize the wastage:**

- **Waste material, old charts, and models are given to the students to reuse, renovate, and make them usable as teaching aids.**
- **Students are motivated to use paper or cloth bags, to carry their lunch boxes and maximum pupil teachers use public transport.**
- **Awareness programmes such as extension lectures, rallies, competitions, etc. are organized on Save Environment Save Earth, Save Water, Save Energy, Health & Hygiene, Tree Plantation, Clean & Healthy Environment.**
- **To reduce the consumption of electricity in the college, all the classrooms, labs, library, principal office, and administrative office are naturally ventilated.**
- **CFL and LED are used in the college building.**
- **For Waste collection, dustbins are provided in each corridor.**
- **The Waste is segregated by providing separate dustbins for Biodegradable and Non- Biodegradable waste.**

- **The single-sided paper was reused for writing and printing by all faculty members.**
- **The institution has adopted bio-composting in compost pits for garden and kitchen waste.**

| 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 | **No File Uploaded** |
| 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** — **One of the above**

| File Description | Documents |
|---|---|
| Income Expenditure statement highlighting the specific components | **No File Uploaded** |
| Documentary evidence in support of the claim | **No File Uploaded** |
| Geo-tagged photographs | [View File](#) |
| Any other relevant information | [View File](#) |

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

**The institution is committed to the maintenance of cleanliness, sanitation, green cover and providing a pollution-free healthy**

**environment in the following manners:**

- **Tree plantation**
- **Plastic free environment**
- **Green and Lush green garden**
- **Awareness programme to minimize the environmental pollution**
- **Celebration of eco-friendly Diwali without crackers, Holi without water, etc.**
- **Healthy drinking water with RO facility Clean and hygienic Washrooms**
- **Clean surroundings to prevent infection and diseases for a healthy environment**
- **Motivate the students and staff to use paper bags and avoid the use of plastic**
- **Students are motivated to plant trees in nearby surrounding**

| 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 | No File Uploaded |
| Income- Expenditure statement highlighting the specific components | No File Uploaded |

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

0

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

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

**The college puts forth efforts for leveraging the local environment by sensitizing the pupil teachers and puts its all efforts into conducting community activities related to health and hygiene, cleanliness, government schemes, cyber crimes and skill-based programmes etc.**

- **The institution organizes webinars, seminars, extension lectures, tree plantation drives, and other programmes related to social issues such as a plastic-free environment, and saving water.**
- **All the pupil-teachers visit the nearby villages to conduct community activities related to health and hygiene, cleanliness drives, swachhta rallies, etc.**
- **Students were motivated to participate in various competitions such as speech, debate, quiz, group discussion, brainstorming, poetic recitation, play, essay writing, PPT presentation, etc.**
- **The institution organizes different activities that help in developing the value of harmony towards different cultural diversities and positive effects on the community directly.**
- **Celebration of Independence Day, Republic Day, National Unity Day, World Environment Day, etc. to develop the values of responsibility towards the nation and society are inculcated among 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** | **D. Any 1 of the above**

**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**

| 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 | No File Uploaded |
| Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct | No File Uploaded |
| Details of the Monitoring Committee, Professional ethics programmes, if any | No File Uploaded |
| Any other relevant information | No File Uploaded |

## 7.2 - Best Practices

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

1. **Best Practice: Inculcation of Human and Spiritual Values to foster a healthy environment**

**Objectives:**

- **To enable them to understand the importance of spiritual values and ethics in their personal and professional life.**
- **To make them competent and self-conscious people have a strong interest in or concern for human welfare, values, and dignity.**

**Practice:**

15 Students are divided into 10 sadans/ tutorials and each sadan has a mentor or a teacher in charge. All the sadans of the college organized the following activities:

- Morning assembly followed by Gayatri mantra, shanti path, prayer, the thought of the day, news headlines and national anthem is the daily routine of the college.
- Havan yajna: once in fifteen days is organized by every sadan
- Yoga activities are organized regularly to adopt a healthy and spiritual lifestyle
- Documentary and PPTs on life sketches of great personalities are shown.

1. Best Practice: Developing the Spirit of teamwork for a harmonious environment

Objectives:

- To enable every pupil teacher to work collaboratively with full enthusiasm
- To develop a spirit of teamwork

Practice:

- The college has a number of subject associations such as the literary association, science association, maths association, social sciences association, commerce and economics association, cultural committee, and eco-club, etc.
- Each association organizes activities to provide a variety of educational experiences, and opportunities to learn managerial skills in the group.
- This system enables the student- teachers to learn and to share the responsibilities, developing the spirit of cooperation, team spirit and bringing out individual talent and solving individual problems.

| 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 |
|---|
| **The vision of the college is "To be one of the centers of excellence in teacher education based on Indian Vedic culture and ethos coupled with modernity. To focus on Vedic culture morning assembly is a regular feature. Vedic Indian values are given to instill human, moral, and spiritual values among pupil teachers. Gayatri mantra, prayer, the thought of the day, and national anthem etc. are included in it. Participation in yoga camps, havan competitions, bhajan competitions, awareness programs, and health camps is necessary for the students. Along with traditional methods of teaching, our institution has emphasized adopting modern tools and technology, and innovations in the teaching-learning process. Teachers and students are made well-versed in the advancement of technology through workshops and seminars. The college exposes all students to such opportunities that engage them fully in all academic, extracurricular, and extension activities in order to assist the student's complete development.** |

| 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** |