SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

DR. GANESH DASS D.A.V. COLLEGE OF EDUCATION FOR WOMEN

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dr. Ganesh Dass D.A.V. College of Education for Women, Karnal is the fruit of the ceaseless efforts of great souls, notably the Late Shri Makhan Lal Advocate, Late Principal Mela Ram Barq and Late Dr. Ganesh Dass Atreja who were inspired by the philosophy and lofty ideals of "Yug Parvartak" Maharishi Dayanand Saraswati. The college was established in 1968 and was handed over to D.A.V. Managing Committee Chitragupta Road, New Delhi in 1986. We now form a part of a large D.A.V. family of which Shri Puman Suri is the President This institute is one of the oldest colleges of teacher education for women in Haryana. It is now a postgraduate college of education, having B.Ed. and M.Ed. courses affiliated to Kurukshetra University, Kurukshetra. The College has the credit of being approved and recognised by the National Council for Teacher Education (N.C.T.E.).NAAC has accredited the college in two cycles. and awarded it with B++ and B respectively. It caters to the needs of women teacher education in Urban and Rural areas. We aspire to a changed classroom infused with a craving to learn, a compelling need to question and irrepressible motivation and energy to continually evolve itself closer to the ideal. The teachers are prepared to complete and accept the challenges of today's highly competitive world and keep pace with the latest technology and knowledge.

Vision

OUR VISION

To be one of the centers of excellence in Teacher Education based on Indian Vedic Culture and ethos coupled with modernity.

Mission

OUR MISSION

- To develop among our pupils, a high sense of discipline, team spirit and courageous perseverance in the face of trying times.
- To prepare teachers to meet the challenges of imparting better, updated and socially relevant education in the new age of globalisation.
- To create and disseminate knowledge in global context.
- To develop creative and critical thinking in prospective teachers.
- To cultivate humane and spiritual values among pupil-teachers.

To create best human resource reservoir to produce world-class teachers & citizens

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Our college has earned National level appreciation and recognition from the RUSA (apex higher education funding agency). RUSA has approved the special infrastructure grants of 2.00 crore to set of 'well-performing colleges'. `1.00 crore has been received, it is indeed a great achievement that our college included in this list.
2. To minimize the paperwork and maintain transparency, efficiency and accountability we putv our best efforts towards digitization by: Updating website regularly to aware all the stakeholders regarding the achievements of the college.
3. Updating Social Media (Facebook page)
4. Using E-mail for all types of correspondence with all the stakeholders
5. Online submission of Internal Assessment, practical awards
6. Providing study material through e-mail by the library dgd.library@gmail.com
7. The college has a well-maintained library to support the curriculum of B.Ed. and M.Ed. and research work. It serves as a repository of knowledge and information, books, journals, databases and other resources to fulfill the academic needs of teachers and students.
8. The college library has subscribed the NLIST of INFLIBNET to provide access of online journals and books.
9. The college is governed by the D.A.V. College Trust and Management Society which is the biggest non-government education organisation in India. It covers broadly the entire spectrum of educational activities in the country. The society is running more than 975 educational institutions.
10. The excellent infrastructure, greenery and Divyang-friendly campus
11. Decentralized, transparent and participative administrative
12. Well-equipped computer lab with Wi-Fi facility
13. CCTV for surveillance
14. Active participation of IQAC to support the teaching-learning process for quality enhancement.
15. Student-centric approach
16. Excellent outreach activities during the internship programme
17. Participation of students in college, state and national level activities organized by college as well as other institutions
18. Organisation of national DHE sponsored every year
19. Blended learning environment through google classrooms, LMS
20. Qualified and competent faculty
21. Distance Education centre (B.Ed Two Year course), Kurukshetra University
22. Spot Evaluation Centre, of Kurukshetra University more than 15 years

Institutional Weakness

1. Our college is aided and affiliated college, need approvals and clearance from the DHE, Haryana, and Kurukshetra university, Kurukshetra for policy changes, curriculum upgradation and new initiatives
2. Revisions in curriculum cannot be made directly but can only be suggested in Board of Studies of Kurukshetra University, Kurukshetra.
3. Less number of research publication
4. Financial constraints for research work

Institutional Opportunity

1. The college is located in the heart of the city and nearby bus stand and railway station, one can find it

and reach easily.

2. There are number of well reputed Govt. and private schools nearby the college where student-teachers get a good opportunity to complete their School internship programme effectively.
3. The college facilitates the pupil teachers with Wi-Fi enabled computer lab to learn ICT in teaching learning and move towards self learning
4. The institution provides good opportunity regarding professional guidance from school principals, subject experts, alumni etc

Institutional Challenge

1. Student enrollment is a big challenge for the college due to mushrooming of self financing colleges.
2. Financial constraint due to less admission in B.Ed. and M.Ed. programme.
3. It is challenge to obtain the grants for research projects
4. It is a challenge to approach and convince the alumni to help the institute in development.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

College strictly follows the curricular framed by prescribed by the Kurukshetra University, Kurukshetra which includes academic programme, academic policies and procedure of assessment. Our college has formed various committees includes the IQAC to plan and implement the curriculum according to the needs of teaching profession in modern era. The IQAC, under the direction of the principal always encourage the faculty and pupil teachers to engage themselves activity in the teaching learning process. Unit planning of B.Ed. & M.Ed. is done by every teacher education in the very beginning of the session, according to the academic calendar of the college provided by IQAC. Senior faculty of the college participates in designing the curriculum as member of Board of studies, Kurukshetra University, Kurukshetra. PLO'S and CLO's are uploaded on website and discussed in the orientation programme. Quality enhancing programmes of the college are:

- Centralized Admission of B.Ed. and M.Ed. is done purely on merit basis by KUK
- Inculcation of Vedic, spiritual and moral values among pupil-teachers
- Student Induction / Orientation Programme
- Unit planning of each subject is prepared and the principal of the college reviewed it.
- The feedback is obtained from the students, practice teaching school teachers and principals regularly. After the analysis of the feedback valuable suggestions are incorporated in the teaching learning process and internship activities/ planning.

Teaching-learning and Evaluation

Being a professional college, online admission of B.Ed. and M.Ed. are conducted by Kurukshetra University. The college follows in all earnestness, the eligibility criteria given in guidelines prescribed by university. In all 50% seats are reserved for different categories such as SC, BC, Physically challenged and ESM according to the state govt. policies.

College has admission committee comprising of senior staff members which monitors and ensures that the

admission criteria are equally applied to all applicants. College admission committee verifies the certificates of all students and ensures that duly attested copies of certificates are submitted in the college with the application form. Students of diverse background and physically challenged are given equal opportunity and their talents are equally nurtured. Language problems are identified and students are given ample practice for correct pronunciation in both English and Hindi languages.

Two day orientation programme is organized to help the students to recognize their potential, interests, aptitude and abilities which in turn help them in making selection of optional subjects in theory and practical. Hidden potential of students are also identified and tapped through talent search competition: poetry recitation, speech competition, dances: solo and group, mimes, quiz competition etc.

Different activities are organized to help the students to acquire academic skills and help in emotional catharsis such as talent search, brain storming session on current problems and issues, micro teaching in simulation and seminar presentation by M.Ed. students and B.Ed. students. Teacher educators keep abreast with latest knowledge and latest developments through journals, reference books, internet and personal interaction with peers which ensures their knowledge. Pre-internship programme is designed by the college to prepare student-teachers for the school Internship programme. Key components of pre-internship programme are: Demonstration lesson by teacher educators, lessons in simulations by pupil-teachers.

After completion of pre- internship programme , pupil teachers of B.Ed. 1st year and B.Ed. 2nd year are sent to different schools(HBSE and CBSE) under teacher supervisors for four weeks and sixteen weeks respectively. During teaching practice teacher educators, peers and concerned subject teachers of the schools keep observing their teaching to give them proper feedback for further improvement. Feedback includes previous knowledge testing, announcement of the topic, presentation of the lesson, use of teaching aids, pupil participation, discipline in class , recapitulation etc.

Infrastructure and Learning Resources

The college has adequate facilities to provide conducive environment for learning, research and overall development of the students such as classrooms, library, laboratories, auditorium, seminar hall and play ground etc. college is situated in urban environment in 2 acres and 700 sq yards land area. The college has lush green lawns and spacious playground. The college has well equipped & ventilated classrooms with teaching aids (smart boards, interactive panels, green boards, magic studios)) to support instrumental approaches. College has 3 laboratories such as science, mathematics, language lab to engage pupil teachers in hands-on learning experiences and develop practical teaching skills. The college library is partially automated with Techlib-7 and has a vast collection of books, journals, magazines, newspapers etc. for the professional development of pupil-teachers also can access to e-resources through NLIST programme of Inflibnet. Separate computer section is provided to the students to access & search their required material in the library. Proposal of RFID and OPAC was approved for further improvement. Computer lab has 25+ 10(recently added) computers with internet connectivity to enable pupil teachers to integrate technology into their teaching practices. College has a yoga room, sports ground, auditorium having capacity of more than 350 students, seminar hall (capacity of 70 students) to cultivate competent, passionate and reflective teachers' who are equipped to meet the needs of learners in today's educational landscape. Library has circulation section, reading sections for both B.Ed. and M.Ed., periodical section and reference section.

The infrastructure is developed as per the norms and requirement of NCTE and it is utilized to promote and nurture talent, creativity and to update prospective teachers regarding technological advancement in the field of

education and to meet the challenges in the new age of globalization.

Student Support and Progression

Tutorial groups (Sadan) and subject associations are formed for the smooth functioning of the college. These associations and committees promote interest in curricular and co- curricular activities organized by the college. Educational guidance cell, placement cell, grievances and redressal cell , SC /BC cell, minority cell and anti ragging cell are established for in the college for student support. The college facilitates the SC/ BC students to avail the scholarship and other benefits given by Haryana govt. Principal and teachers pay the fee of needy students specially of general category without any record whenever student approach for the help.

 Book- Bank facility is provided to needy students and to develop self learning the institution provides internet facility, Journals and competitive examination such as NET, CTET, and HTET etc. Communication skills are developed through various activities like debate, declamation, presentation in seminars. Being college of education, students are enrolled to become competent and skillful teachers, so maximum students choose teaching as a career or go in for higher studies to enhance their qualification in accordance with their requirements of teaching profession.

 Principals of practice teaching schools approach the college principal in case of any vacancy in their schools.

Institution ensures the participation of students in various activities by providing facilities and opportunities leading to all round development of students. The institution encourages and promotes the faculty members to attend and present papers in seminars, conferences and workshops organized by the different universities and other reputed institutions.

The college provides academic and personal guidance and counseling services formally and informally as and when required by pupil teachers. In the beginning of the session pre internship programme is organized to develop required certain teaching skills and managerial competencies to complete practice teaching in the field (Internship schools). Students are encouraged to participate in extra- curricular activities at different levels (intra-college, inter-college, university, district and state level). Students are invited to give feedback through a Performa at the end of the session. After every activity (Scholastic and Non- scholastic) organized by the college, suggestions from students are invited through group discussion in tutorials and every effort is made to put the suggestion into practice. Mock interviews are conducted to help the students to face interviews after moving out of the college.

Governance, Leadership and Management

DAV College Managing Committee, New Delhi is the apex body of our institution. President of D.A.V. College Managing Committee is the President of Governing Body of the college. The management decentralizes the power to the principal for taking decisions at college level and further the principal decentralizes the power among teachers in the form of different committees such as admission committee, discipline committee**,** hostel Committee**,** literary Committee.

The institutional vision, mission and objectives are discussed with all stakeholders from top to bottom.

All the members of governing body are committed for the development and quality enhancement of the

institution.

Important decisions are taken with the prior permission of the management. Under the leadership of principal staff meetings frequently organized where in the responsibilities and duties are assigned for proper working of the institution. Then the minutes of meetings are recorded and circulated in the staff.

Annual report comprising of the details of the activities undertaken by the institution during the session is prepared and sent to the management to review and feedback. . Through observation by the teacher education barriers in learning are identified and every effort is made to remove them by providing the required resources and personal help in the form of remedial measures. College authority's initiative for the Professional growth of the faculty members by organizing extension lectures, seminar workshops and encourages them to participate and present their papers. T.A./D.A is also provided to the faculty members for participation in different activities organized by other institution. Infrastructure facilities like separate room for each staff with computer and internet connectivity are provided.

The college has established Internal Quality assurance cell. Its main objective is to facilitate all the departments in the enhancement and sustainment of quality in all respects i.e. teaching, innovations, research and extension etc. Academic calendar is planned for the whole session by IQAC committee and suggestions for further improvement are taken. The institution ensures the quality of its administration and financial management process from time to time. In the beginning of the year budget for the whole session is planned and approved by the college committee as well as management committee.

Institutional Values and Best Practices

The institution is committed towards conservation of energy, water and green, plastic and pollution free environment in the campus. Staff and students are motivated to adopt environment friendly environment. Vermicompost plant is set-up by the college in its campus. A variety of awareness activities are organized to sensitize the faculty and students towards sustainability issues. The institution spends a good amount on maintaining waste and ensuring a green cover. Institution has submitted the proposal to purchase solar panel/ alternative source of energy to minimize the consumption of electricity. The college has made a policy to ensure the practices regarding energy conservation. Reduce, Reuse and Recycle is the motto of the college so that it adopts sustainable practices. 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 .For waste collection, dustbins are provided in each corridor. The Waste is segregated by providing separate dustbins for Biodegradable and Non- Biodegradable waste. Single-sided used paper was reused for writing and printing by all faculty members. The institution has adopted bio-composting in compost pit for garden and kitchen waste.

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 The college provided senitizer at different places 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.

The best practices are followed keeping in view its vision and mission.To inculcate moral, human, and spiritual values among pupil teachers pupil teachers are divided into 10 Sadans and the activities such as morning

assembly, Havan Yajna, a brief description of Satyarth Prakash, Yoga workshop, documentary, and PPT on life sketch of great personalities Celebration of different festivals, national & international days etc.

Research and Outreach Activities

To motivate the teachers the college has established a research cell and each faculty member is provided computer facility with Internet and printer in their respective departments. Permission is given to attend different research conferences/seminars organized by different esteemed institutions/universities. There are a large number of psychology tests in Psychology lab. New tests of psychology can be purchased if there is any requirement made by the teachers. A good number of research journals are available in the college library. College library has a rich collection of reference books. A good number of books on research are added in college library every year. A Research Committee has been constituted to solve the problems and difficulties faced by the M.Ed students for their dissertation work. Teacher educators are motivated to write research paper on the specialized field and to present in conference and seminar or published in any research journal. To motivate teachers for research, extension lectures on 'How to write research paper', are organized by the college. Moreover the institute organized seminar/ workshop/ conference on different current themes. Community services as outreach activities are mandatory for all pupil teachers. Conduction of Awareness rally, sensitivity towards local/ national issues is developed through extension lectures, debates and working with NGOs., sensitization towards gender equality, value based programmes, Yoga Shivir, discussion on social issues, Havan Yajna etc. are organized by the college in every session.

Research, Consultancy and Extension

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DR. GANESH DASS D.A.V. COLLEGE OF EDUCATION FOR WOMEN
Address	Dr. Ganesh Dass D.A.V. College of Education for Women, Railway Road
City	Karnal
State	Haryana
Pin	132001
Website	www.gddaveducationknl.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rakesh Sandhu	0184-2252335	9896144491	-	dgd_dav_edn@yahoo.co.in
IQAC / CIQA coordinator	Ramanjeet Kaur	0184-	9416764361	-	dgddaviqac@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Haryana	Kurukshetra University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	31-03-2004	View Document
12B of UGC	31-03-2004	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	26-07-2000	286	Permanently Regonized

Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Dr. Ganesh Dass D.A.V. College of Education for Women, Railway Road	Urban	2.157	4387

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,	24	UG	English + Hindi	150	88
PG	MEd,Education,	0	B.Ed	English + Hindi	50	3

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				8			
Recruited	0	0	0	0	0	0	0	0	6	0	0	6
Yet to Recruit	0				0				2			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				11
Recruited	5	1	0	6
Yet to Recruit				5
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	4	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	3	0	3
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		**From the State Where College is Located**	**From Other States of India**	**NRI Students**	**Foreign Students**	**Total**
UG	Male	0	0	0	0	0
	Female	88	0	0	0	88
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	3	0	0	0	3
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	13	25	20	29
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	12	24	28	45
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	60	101	97	75
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		85	150	145	149

Institutional preparedness for NEP

1. 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.

2. 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.
3. 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 E-Skill Workshop to develop the following skills: • Teaching Skills Cognitive and critical thinking skills • Pedagogical skills • Communication skills • Technological skills • Research skills • Life-long learning skills • Life skills • Social skills Interpersonal skills • Observation skills
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The medium of curriculum transaction is bilingual (Hindi & English). A multilingual 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.
5. 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, • Explore the role of social agencies, schools, and society in nurturing holistic well-being and promoting healthy practices, • Sensitize towards environmental issues and the language background of students.
6. Distance education/online education:	The blended learning mode has been used as per the guidance and notification of Kurukshetra University, Kurukshetra for distance education students of B.Ed students.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	There is no formal Electoral Literacy Club (ELC) in the college. But awareness programmes on electoral literacy are organized by the college time to time.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	One teacher is appointed as in-charge to organize awareness progamme for Electoral Literacy.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Following activities on Electoral Literacy awareness programme were conducted in the college:- 1) Extension Lecture on Importance of Voter ID 2) Students were motivated to make voter ids and the issues related to the process of making voter id are discussed by representative of Election Office, Karnal 3) Debate on "My Vote does not make a difference" was conducted in the college 4) Celebration of National Voter Day
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Awareness of the portal "MAIN BHARAT HOON, HUM BHARAT KE MATDATA HAIN" was given to the pupil-teachers
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	Most of the students have their Voter Ids, who are yet to be enrolled as Voter in electoral roll are motivated

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	to register themselves on online portal provided by the Govt.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
230	293	283	273	268
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
200	200	200	200	200
File Description			Document	
Letter from the authority (NCTE / University / R			[View Document](#)	
Institutional data in prescribed format			[View Document](#)	

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
72	72	69	69	75
File Description			Document	
Institutional data in prescribed format			[View Document](#)	
Central / State Govt. reservation policy for adm			[View Document](#)	

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
142	140	131	121	118

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

Number of graduating students year-wise during last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
126	128	130	119	117

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
230	293	283	270	268

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
11	8	7	11	12

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

Number of Sanctioned posts year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	24	24
File Description			**Document**	
University letter with respect to sanction of p			[View Document](#)	

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
17.12	74.97	96.70	21.51	99.60
File Description			**Document**	
Audited Income Expenditure statement year wise d			[View Document](#)	

3.2

Number of Computers in the institution for academic purposes..

Response: 45

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

The Kurukshetra University, Kurukshetra prepares the curriculum for B.Ed. and M.Ed. programme and the college always tries to implement it effectively. Being a member of the Board of Studies (BOS) a senior faculty member of the college attends the meetings for curriculum planning, reviewing, and revising. IQAC of the college prepares the academic calendar of scholastic and co-scholastic activities as per the student's needs and requirements. More than 70% of students come from the rural areas in our college. The main aim of the college is to enhance various skills among pupil-teachers, especially considering the pupil-teachers who come from rural areas where financial and educational resources might be limited. The college provides support services and a mentor-mentee programme to help pupil teachers belonging to rural backgrounds to adapt the teaching-learning environment.

In theory and practical courses, all the activities have been planned and executed as per the PLOs and CLOs of the curriculum. Flexibility in the curriculum has been provided as per the needs and interests of the students. School Internship is the major part of the curriculum, 90% attendance is required for the completion of this programme as per NCTE norms.

Focus has been given to class assignments, tests, unit tests, presentations, group discussions, brainstorming sessions, consultation of reference materials, and online resources to provide a dynamic and relevant educational experience to the students. Students have experiential learning with practical sessions including activity-based learning, webinars, seminars, field engagement, interactive classroom, Peer tutoring, internship, and curricular activities to develop teaching competencies.

Every teacher does unit planning/ Lesson planning in their respective subject. The session starts with the orientation programme of the teachers regarding CLOs/PLOs and other educational activities. After that, an orientation programme is organized to make aware the pupil teachers of the curriculum, CLOs and PLOs, library resources, and services, optional subjects, internship, rules and regulations of the college, and execution of activities like the celebration of important national and international days, morning assembly, etc. At the beginning of the session different committees, sadans (Houses), associations, and cells are formed. In charge prepares the planning for the smooth functioning of classes, exams, internships, and other activities for the whole session.

But our college is a women's college and always considers the problems of women students may be related to serious health issues and gynecological related problems (maternity). College puts extra effort into arranging re- internship programme, remedial teaching, and re-examination to complete their eligibility for this programme. The timetable has been made flexible as per the theory courses and practical activities. Before appearing in the final practical examination, ample practice has been provided

by the college.

In the middle of the session, the meeting regarding the implementation of curriculum planning is reviewed for any changes if required. The feedback is taken from the students, teachers, and teaching practice schools at the end of the session and suggestions are also invited for further improvement. At the end of the session, remedial teaching is also organized as per the needs of the weak students.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Any other relevant information	View Document

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 last completed academic year

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: B. Any 4 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	[View Document](#)

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: C. Any 2 of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)

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

Response: 72.38

1.2.1.1 **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	17	13	14

1.2.1.2 **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
21	21	21	21	21

File Description	Document
Data as per Data Template	[View Document](#)
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)
Paste link for additional information	[View Document](#)

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 0

1.2.2.1 **Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 0

1.2.3.1 **Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**
4. **Academic Advice/Guidance**

Response: C. Any 2 of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 0.07

1.2.5.1 **Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)
Certificates/ evidences for completing the self-study course(s)	[View Document](#)

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

Response:

- **A fundamental or coherent understanding of the field of teacher education**
- To meet the challenges and demands of the teaching profession, the college put its efforts into providing a fundamental /coherent understanding of the curriculum in the light of course learning outcomes. The college offers theoretical and practical knowledge equally in the timetable. Understanding of contemporary issues, child psychology, models and levels of teaching, inclusive education, different disciplines, language skills, knowledge, and curriculum and school internship programme to develop the ability to design, enact and reflect required for the teaching profession. The practice of the latest ICT skills i.e. PowerPoint presentation, excel, access to online resources, use of smart boards, and Google Classrooms is provided to the pupil teachers in EPC-3 (critical understanding of ICT) At the very beginning of the session, prospective teachers are made aware of the curriculum, CLOs and PLOs, library resources and services, optional subjects, internship, rules and regulations of the college and execution of activities like the celebration of important national and international days, morning assembly, etc.
- **Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization**
- Before going for real teaching practice in schools, students are given ample practice during the 'Pre-Internship Programme' which covers microteaching, mega teaching, and discussion lessons. Teacher educators present demonstrations for all the pedagogical skills in their respective pedagogical subjects. Model lessons are delivered by all the teacher educators followed by pupil teachers in simulation. Further, each student has to deliver discussion lessons. As a part of remedial teaching, re-teach sessions are conducted in all the teaching subjects under the guidance

of their respective teachers. After getting ample practice pupil teachers are sent to different schools (HBSE Board & CBSE Board) for four weeks in B.Ed. 1st Year and for sixteen weeks in B.Ed. 2nd Year. After completion of the school internship programme, each student submits a school internship report, diagnostic test, blueprint, achievement test, question paper of respective teaching subjects and teaching aids.

- **Capability to extrapolate from what one has learned and apply acquired Competencies**

The college provides ample opportunities to improve the learning abilities and teaching skills of trainees through different awareness programmes, workshops, competitions, and skill development activities such as essay writing, poster making, slogan writing, declamation, poetry recitation, quiz, exhibitions, model-making competitions, etc. Students also develop social skills through participation in teamwork activities. Apart from this, the college lays great emphasis on inculcating moral values in trainees through various activities such as daily prayer followed by a speech, thought of the day, celebration of special days like teachers' day, Republic Day, Gandhi Jayanti, Hindi diwas etc. Acquired knowledge of ICT and communication skills are used effectively during the school internship programme. Students are also motivated to participate in college, university, state, and national level competitions.

- **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. Through various seminars, workshops, brain-storming sessions, debate, declamation and extempore speech, the college facilitates the development of emotional intelligence, critical thinking, and negotiation and communication skills. The teaching skills among pupil teachers have developed through demonstration lessons given by teacher educators and teaching in simulation by pupil teachers. The institution provides teach/re-teach sessions to pupil teachers for the refinement of teaching skills. Teaching skills are improved through practice lessons. Morning assembly is organized to enhance communication skills in which pupil teachers perform 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 in debates, group discussions, and seminar presentations..

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Paste link for additional information	View Document

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

All the issues mentioned above are integrated into the B.Ed. and M.Ed. programme syllabus. The school system in India is diverse with various boards of education such as CBSE, ICSE, and state boards. Each board functions differently regarding curriculum, assessment system, norms, and standards. The development of the school system is taught in the first paper i.e. Knowledge across the curriculum. The B.Ed. students are familiarized with the functioning of various boards in paper IV B (Understanding the discipline and school subjects). Students are also made aware of the functioning of CBSE and HBSE boards through interactive sessions with principals and teachers of practicing schools. College acquaints the students with the comparative perspectives at the international level through the paper Comparative education at M.Ed. level and the students are apprised of the differences between the education systems of various countries. The assessment system of various boards (national and Haryana) is taught in the paper IX (Assessment for Learning) of B.Ed. course. Pupil teachers get experience of morning assembly, celebration of important days, maintaining result records, admission, examinations etc. to become effective teachers.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

The college has made various significant efforts to enable students to develop an understanding of the interconnectedness of the various learning engagements and prepare them for the profession of teacher education. A healthy and encouraging environment is provided for the overall development of prospective teachers. The theoretical and practical understanding of the curriculum is provided for the professional development of the students. With the help of demonstration, lesson in simulation, peer observation, and teacher observations prospective teachers are being equipped with pedagogical skills.

The skills of making unit planning, concept mapping, analysis of the content matter, the process of making blueprints and achievement tests, and other assessment tools are also developed to equip them with necessary professional skills in their respective subjects. Pupil teachers participated in teaching in simulation and gave their demonstration and through peer observation, they evaluate the teaching of each other during the 'Pre- Pre-Internship Programme'. The college provides proper training and support to help future educators harness the technological skills and knowledge to prepare them for real teaching in schools. ICT-enabled programme for prospective teachers have been also organized every year. Various scholastic and co-scholastic activities like webinars, E-quizzes, speeches & poetic Recitations, and essay writing, through hybrid mode, are also organized to enhance their professional acumen.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

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

1. **Students**
2. **Teachers**
3. **Employers**
4. **Alumni**
5. **Practice teaching schools/TEI**

Response: D. Any 2 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.4.2

Feedback collected from stakeholders is processed and action is taken; feedback process adopted

by the institution comprises the following

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 134.4

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 163.47

2.1.2.1 **Number of students enrolled from the reserved categories during last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
73	92	116	150	152

File Description	Document
Final admission list published by the HEI	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	[View Document](#)
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	[View Document](#)

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0.74

2.1.3.1 **Number of students enrolled from EWS and Divyangjan categories during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	01	9	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)
Any other relevant information	[View Document](#)

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..

Response:

The students admitted to our institution belong to different social, cultural, economic and vernacular background. These difference leads to difference in learning capabilities. The institute assess their learning at entry level through the close observation of the students by identifying their socioeconomic conditions and on the basis of educational background. We identify their learning needs by categorising them into rural, urban, hindi and english medium, UG & PG students. Conversation/ discussion is held in the classroom to identify their level of readiness to undergo professional education and all kinds of academic support like books, e- resources are provided to the students. Bilingual mode (both Hindi and English) is used by the teacher educators in the classroom teaching and Hindi medium books are provided to the students opting Hindi medium for examination. Chalk board writing of student teachers is also checked and they practise for the improvement also.

Measures are taken accordingly to address the needs of students. Steps taken for student with academic learning:

- Motivating the students to take interest which is done under the action research.
- Organising seminars, workshops by in house students to provide them a platform to showcase their talents and boost their confidence.
- Giving recommendation letters to pursue internship in the institution.

Steps taken for students with academic problems:

- Efforts are make to identify the cause of their problem.
- Mentor- mentee interaction keeps faculty in constant touch with students.
- Students are given more attention both inside and outside the classes.
- Special attention is given to slow learners by repeating concepts for them and being bilingual in delivering the lecture.
- The faculty is also accessible to students on mails, phones, message, What's app group and online teaching platform like Google classroom, Google meet etc.

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

The faculty helps the students to select relevant research areas and publish papers in the field of their choice. They are suggested advanced readings in the relevant topics to enhance their understanding of the subject. They are encouraged to help and provide support to the weaker students by engaging in group discussions and presentations. They are given an opportunity for microteaching in the class as well as making individual presentations.

The college library has the inflibnet facility and other e-resources to help the advanced and weaker learners to broaden their horizons. Advanced learners are encouraged to upgrade their knowledge with special lectures organised by expert resource persons. Fee concession is given to the deserving candidates from economically weaker sections.

File Description	Document
The documents showing the performance of students at the entry level	[View Document](#)
Any other relevant information	[View Document](#)

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: C. Any 3 of the above

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

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: Whenever need arises due to student diversity

File Description	Document
Reports with seal and signature of the Principal	[View Document](#)
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)
Any other relevant information	[View Document](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 23

2.2.4.1 **Number of mentors in the Institution**

Response: 10

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

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 kinds of activities are regularly conducted in our college to make learning more student-centred. All the teachers of the institution used google-meet application to carry out their teaching-learning subject.

Whatsapp group are formed for all the students, so that they could discuss about the problems about the subjects with their respective teachers. Zoom application are also used to connect with the students. 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 are organised. A topic for giving their own ideas is decided & students are free to think and allowed to speak about their ideas. Students are provided with an opportunity to work in schools during their pre-internship and internship period (B.Ed.1st -4weeks & B.Ed. 2nd -16weeks) so as to understand school systems and infrastructure and gain experience of on-going activities, classes, PTM, examination, vision of school, decision-making system of school, teaching learning processes etc. of the host institution. These pre-internship and internship programmes are structured on the premise that students need to gain experiential learning for respective work areas.

The teachers employ an interactive approach through discussions, oral presentation to encourage greater participation and interactive learning. Participative learning is embedded in courses through a variety of learning methods such as home assignments, quizzes, seminars, and brain storming sessions. Visits to villages located in the peripheral areas of Karnal are organised form time to time.

College magazine is published to nurture creativity and other skills of students. Use of ICT and e-resources by students is encouraged. Guidance and Counselling cell helps to combine theoretical knowledge with practical talks, career counselling. It gives students a platform to enhance their interpersonal skills and provide an insight regarding various carrier options.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 44.9

2.3.2.1 **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..**

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	5	5	2

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of LMS	[View Document](#)

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 72.17

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

Response: 166

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Any additional Links	[View Document](#)

2.3.4

ICT support is used by students in various learning situations such as

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**
5. **Biomechanical and Kinesiological activities**
6. **Field sports**

Response: B. Any 3 of the above

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

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

Dr. G.D. DAV College of Education for Women, Karnal has provisions for continual mentoring for students studying in the institution. For this the college has established a relationship of mentor-mentee with pupil teacher. The work culture of college is quite conductve for professional growth and competence of the faculty as well as students. Along with this various opportunities are provided to the teachers and students for the professional growth and enhancing their ability.

A continuous guidance and instructions are provided by the teacher educators to student teachers for developing teaching attitude through productive sessions with students. The surroundings of the institution is 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. 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, workshops, and extension lectures on new ideas are organized in the college by different experts from time to time to have the knowledge and understanding of new and recent developments in the field of education. Students are enriched further by arranging talks on the themes like communication skills, new trends in teaching methodologies, role of ICT, personality development, inclusiveness and life skills.

A faculty member is a mentor for a group of students whom she consistently monitors for academic and personal issues over their academic period. The mentor looks into matters regarding discipline, completion of academic requirements, health issues and grievances if any. The mentor is the person whom students approach for their academic and personal guidance. Teacher educators or we can say mentors provide their guidance and counsel the students from time to time.

Students from rural background are motivated to boost their confidence level and be a part of main stream. Different opportunities are provided to the students throughout the session by identifying their interest and enhance their abilities. Like this, continual mentoring is provided by teachers for developing professional attributes to the students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1.   Special lectures by experts

2.   'Book reading' & discussion on it

3.   Discussion on recent policies & regulations

4.   Teacher presented seminars for benefit of teachers & students

5.   Use of media for various aspects of education

6.   Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: C. Any 3 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.3.7

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

Response:

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.

Case-1 Divya (21029) was of shy nature, never come forward for conduction, but after completion of her course, there were a lot of changes in her.

Case-2 Anmol Narang (21076) was lack of confidence, poor communication skills, stage fear. After guidance from teacher educators, she improved a lot

CREATIVITY

Creativity is a phenomenon whereby something new is formed. It involves transforming the ideas and imaginations of students. In this direction students are given opportunities to enhance their creativity.

Pupil teachers work on creating the different teaching learning material like models, posters, flash cards, charts, power point presentations under the guidance of their respective teachers. The different forms of TLMs prepared by the students are also displayed from time to time. The teachers find different ways to prepare this kind of teaching learning material to make teaching learning process effective. The pedagogy offered in B.Ed. involves the development of creative and innovative lesson plans. Students get opportunities to plan and implement lessons to promote their creative thinking.

INNOVATIVENESS

Innovation in education encourages teachers and students to explore research and use the resources to uncover something new. Thus for encouraging innovative thinking in students of our college efforts are made by teachers and students in different ways. To boost innovativeness in students Human Right Day, Women's day, International Tobacco day, International earth day etc. here the teachers and students come together to innovate something new.

INTELLECTUAL AND THINKING SKILLS

In this era flexible thinking and intellectual skills help to process, analyze and combine all sources of information to select the most suitable solution and ability to modify the same if necessary. 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 through the direct and indirect experiences to develop intellectual and thinking skills.

EMPATHY

Empathy involves experiencing another person's point of view, rather than just one's own. Empathy helps us to cooperate with others, build friendships, make moral decisions and intervene when we see others in trouble. The practical course of 'Understanding the Self' in B.Ed. courses provide teachers an opportunity to develop sensibilities, disposition and skills that will later help them in the personal growth of their own students while they teach.

LIFE SKILLS

Life skills is a term used to describe a set of basic skills acquired through learning by life experiences that enables individuals and groups to effectively handle issues and problems acquired in daily life. Life skills are taught through providing value education during morning assembly. Thought of the day, daily news updates, and different days celebrations are done during whole year.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

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

1. **Organizing Learning (lesson plan)**
2. **Developing Teaching Competencies**
3. **Assessment of Learning**
4. **Technology Use and Integration**
5. **Organizing Field Visits**
6. **Conducting Outreach/ Out of Classroom Activities**
7. **Community Engagement**
8. **Facilitating Inclusive Education**
9. **Preparing Individualized Educational Plan(IEP)**

Response: D. Any 2 or 3 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: C. Any 4 or 5 of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.3

Competency of effective communication is developed in students through several activities such as

1. **Workshop sessions for effective communication**
2. **Simulated sessions for practicing communication in different situations**
3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'**
4. **Classroom teaching learning situations along with teacher and peer feedback**

Response: B. Any 3 of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.4

Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

1. **Teacher made written tests essentially based on subject content**
2. **Observation modes for individual and group activities**
3. **Performance tests**
4. **Oral assessment**
5. **Rating Scales**

Response: D. Any 1 of the above

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

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: C. Any 3 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	[View Document](#)
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

    1.Planning and scheduling academic, cultural and sports events in school
    2.Planning and execution of community related events

3. Building teams and helping them to participate
4. Involvement in preparatory arrangements
5. Executing/conducting the event

Response: C. Any 3 of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

1. Library work
2. Field exploration
3. Hands-on activity
4. Preparation of term paper
5. Identifying and using the different sources for study

Response: C. Any 2 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The college calendar gives temporary dates of commencement of internship programme. Staff meetings are conducted and time table is prepared in details. The institution plans for internship through very systematic and proper channel according to the university syllabus. Internship programme is systematically planned with necessary preparedness.

1. **Selection/identification of schools for internship**

Before internship programme, the list of identified schools is sent to DEEO, Karnal for approval and allotment of schools for internship programme. On receiving the approval, the school principals, teacher incharges and the concerned students are notified.

1. **Orientation of school principals and teachers**

Internship incharges of their respective schools went to 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.

1. **Orientation to students going for internship**

A brief orientation programme is carried out for the student teachers before sending them to schools to acquaint them with the objectives and modalities of such programmes. All students are oriented to be disciplined, regular and to follow the regulations and guidelines given by the school authorities.

1. **Role of teachers of the institution**

In pre-internship demo lessons are given by teacher educators, and then student teachers give demo lessons. For this, a group of 10 to 12 student teachers are placed under the supervision of one teacher educator.

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.

1. **Streamlining mode of assessment of student performance**

The supervisor/ internship incharge during internship coordinates the activities of the mentor teachers of the school and assess students on their performance on the following parameters;

- Preparing and delivering 12 lesson plans in two teaching subjects- (6+6)
- Peer teaching observation- 10+10 for each subject

- Real teaching observation- 10+10 for each subject
- Participation in school activities
- Co-curricular activities organised by the student teachers

1. **Exposure to variety of school set ups**

The internship programme is carried out in different school set-ups i.e. Government schools and private schools. An exposure was given to student teachers to deal with the students of differential needs.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 14.2

2.4.9.1 **Number of schools selected for internship during the last completed academic year**

Response: 10

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)
Any other relevant information	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**
9. **Administrative responsibilities- experience/exposure**
10. **Preparation of progress reports**

Response: C. Any 4 or 5 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Our institution conducts a disciplined internship programme for pupil teachers as prescribed in the curriculum followed by scheduled activities. The observation of practice teaching is a shared responsibility of the college and concerned schools. Having understood the need to adopt effective monitoring mechanisms so that the internship remains purposeful activity, the internship incharge has designed a regular monitoring cum interaction with the internees at regular intervals. The observation can be done by the following means like teacher educator observation, school Principal, school teachers, and peer feedback.

Role of teacher educators

All teacher educators are assigned with ten to twelve trainees during the internship and visit to the internship schools and check their lesson plans and teaching aids. They observe the classroom teaching followed by immediate feedback to improve their teaching. The teacher educators submit their assessment and feedbacks to the trainees; feedback is shared with the trainees with the words of encouragement and appreciations.

Role of school Principal

The school principal allocates the senior teachers to be handled and the time table to each trainee. The attendance of trainees to the school is monitored everyday by her and observes the overall performance and behaviour of trainees in the process of formation of the trainees. The school Principal assigns classes for our trainees and other additional responsibilities whenever required as per need of the school. Responsibilities like conducting school assembly and other co-curricular activities are allotted by the school principals.

Role of school teachers

The school teachers provide academic and moral support to our trainees. After allocating the teaching classes to the trainees, they also help the trainees in setting the question papers for formative assessment of the school students. The pupil teachers are under the supervision of respective class incharge who act as mentors.

Role of peers

Students join and work together as a team for academic enrichment. They observe the classes of each other and pass on the feedback to improve the quality of teaching. The observations and criticism are recorded in the designated notebooks. They cooperatively conduct school assembly and other activities and actively participate in the school events.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: C. Any 2 or 3 of the above

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

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. **Effectiveness in class room teaching**
2. **Competency acquired in evaluation process in schools**
3. **Involvement in various activities of schools**
4. **Regularity, initiative and commitment**
5. **Extent of job readiness**

Response: D. Any 1 or 2 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)
Any other relevant information	[View Document](#)
Any additional Link	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 40.83

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 51.02

2.5.2.1 **Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 5

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 3.82

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

Response: 42

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

Teachers keep on attending the refresher courses; orientation courses seminars, conferences, workshops, FDPs (online and offline) present papers at various forums. 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. The institution provides opportunities for teacher educators to present papers in various national and international seminars. Teachers worked on various recent topics and published papers in various journals.

1. In house discussion on current development and issues in education

A teacher who doesn't keep oneself updated becomes outdated. Understanding this, our teachers update their professional knowledge and skills from time-to-time. They read recently published books and articles in journals related to their subject of teaching and other areas of educational interests. Among the staff, they share and discuss the recent developments taking place and the on-going issues in education during their informal interactions.

Some important issues are formally discussed in the staff meetings and appropriate decisions are made. They participate in the seminars and workshops conducted in the campus. They are included as members in different committees in which they take part in the discussions on current development and issues related to education. They also share these developments and issues with the students so that they become aware of it. Staffs are encouraged to write articles and present papers in Journals and conferences.

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2. *Share information with colleagues in other institutions on policies and regulations*

Our staff maintains a cordial relationship with the staff of other professional colleges of education and this helps them to share information with them. They are also included as members in different professional Whatsapp groups where they share and discuss the recent developments and issues related to education.

They attend seminars and workshops and publish papers.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Link for additional information	[View Document](#)

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

The college has Continuous Internal Evaluation (CIE) is a regular practice in our institution as it cultivates good study habits, accelerates personality development, and enhances the teacher-student relationship. The internal and external ratio of the marks will be 20:80. For the B.Ed. programme, the internal tests are conducted on a regular basis twice in a year. The question paper carries 4 short answer questions, 4 essay type questions with an award of four and sixteen marks each respectively.

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.

There is complete transparency in internal assessment. The internal assessment is showed to the students and they come and discuss with teachers so that they can improve their self, if there is any need. EPC-1 (Reading and reflecting on text) EPC-2 (Drama and Art in education) EPC-3 (Information and Communication technology) EPC-4 (Understanding disciplines and subjects). These papers are of practical subjects contain 50 marks (25 Internal and 25 external)

There is strong provision of answering question papers, attempting assignments and making presentation bilingually in order to provide a platform to the students to express themselves fully. On the basis of their achievement remedial classes are held. Data is taken from the students regarding difficult topics and in papers which carry wrong marks.

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

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. **Display of internal assessment marks before the term end examination**
2. **Timely feedback on individual/group performance**
3. **Provision of improvement opportunities**
4. **Access to tutorial/remedial support**
5. **Provision of answering bilingually**

Response: D. Any 1 of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)
Details of provisions for improvement and bi-lingual answering	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Annual Institutional plan of action for internal evaluation	[View Document](#)
Link for additional information	[View Document](#)

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The institution has a well defined system in place to deal with examination related grievances under a grievance redressal cell. The examination committee also resolves any grievances related to examinations in timely manner.

For the internal tests, examination incharge invites respective teacher educators to set a question paper and later the same person evaluates the answer sheets. The other practical activities are evaluated by the respective teacher educators. **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 to examination are resolved by the examination committee with the concerned subject teachers. Class tests, internal examination and reappear examinations are conducted 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. The examination committee is established in the college for the students with an easy and readily accessible mechanism for conducting examination smoothly and prompt disposal of issues related to the examination. The examination committee deals with all the grievances related to the internal and external examination. In internal examination queries related to examination are resolved by the examination committee with the concerned subject teachers. Class tests, internal examination and reappear examinations are conducted from time to time. Students are free to contact the examination committee if they have grievances related to examination. Following grievances received:

- **Subject options,**
- **Medium of question paper**
- **Loss of roll number,**
- **Loss of ID of students,**
- **Writer for physically challenged students**
- **After test full day off**
- **Late entry of student due to bus timings**
- **Gap days in date sheet of internal examination**

Changes have been done time to time in internal examinations according to grievances received. Seating plan and information regarding exams are displayed on notice board and prominent places of the college.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Link for additional information	View Document

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

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, class tests, internal tests and 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 calendar, unit plans are prepared by respective subject teachers accordingly. Academic calendar helps faculty members to plan their academic and co-curricular activities during the year. It facilitates them in supervising and monitoring the completion of syllabus and extracurricular activities that are being planned by the faculty members.

With regard to the dates for internal evaluation, the examination committee sits through the recommended dates in the academic calendar and approves the dates with modifications if needed. Later examination incharge announces officially in the notice board and internal evaluations are conducted. The first internal tests are normally conducted after three months of inauguration of academic year and the second internal tests are conducted after 6 months.

The other modes of practicum are left to the individual teacher educator who conducts them during their class hours as per the convenience. The teacher educators are expected to submit the evaluation record containing the details of marks, awarded to the students in the sections of internal test and practicum within the stipulated date.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	**View Document**
Link for additional information	**View Document**

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

Alignment of PLOs and CLOs with teaching-learning process

Course Learning Outcomes (CLO's) are essential components of the college's vision, mission and objectives. The goals of the B.Ed. programme aim to make education more comprehensive. Teachers, whose primary goal is not just the learning of knowledge, but also the provision of experience for students.

The learning objectives are presented in a variety of ways:

At the beginning of academic year during orientation programme students are briefed about PLO's and CLO's. 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 familiarizing with educational, vocational and personal guidance.

The college has a set mechanism in place to ensure that stated PLOs and CLOs are aligned throughout the year by the course teachers in the following ways:

- Appropriate teaching methods are used to achieve effective learning outcomes.
- Participation in various literary and cultural programmes, essay writing competition, quizzes etc.
- Participation in various classroom activities such as group discussions and also in extracurricular activities such as morning assembly, tree plantation, awareness camps etc.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

2.7.2

Average pass percentage of students during the last five years

Response: 94.02

2.7.2.1 **Total number of students who passed the university examination during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
126	124	127	119	117

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

The progressive performance of the students and attainment of professional and personal attributes in line with the PLOs and CLOs are monitored regularly for further improvement in students so that they can excel in learning different innovative teaching methods. 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 students followed 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.

Monitoring professional attributes of students

An attempt is made to develop the professional attributes of prospective teachers so as to prepare them for the future work-life. The traits, such as cooperation, writing skills, reading skills, communication skills, self- confidence, pleasing personality etc. Pupil teacher learn how to write a report, organise an activity. Students learn about keeping record, preparation of invitation cards etc. The list of records written and maintained by the students paves the way for further improvements. This is internally assessed by the teacher educators and marks are awarded and the list of marks is submitted to the controller of examinations office where it is maintained systematically.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)
Link for additional information	[View Document](#)

2.7.4

Performance of outgoing students in internal assessment

Response: 69.01

2.7.4.1 **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 98

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	**View Document**
Data as per Data template	**View Document**
Link for additional information	**View Document**

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

Our college emphasizes on assessment part of students to know about their scholastic and co-scholastic activities. The basic purpose of assessment is to identify their needs. To check the performance of student's assignments, projects, seminars, examination (written and oral like viva) were conducted from time to time. The basic function of assessment is to check the weaknesses of the students. After assessing the student's performances more emphasis was given for the improvement of the student's performances. To know how to prepare the student teacher for assessment process the following points are taken in to consideration regarding theory and practical.

Regarding theory:

• Understand exactly what is expected from them.

• Understand what the student- teachers have to do.

• Prepare the assessment ensuring they have relevant resources (Books, journals and e learning material according to the need of curriculum (B.Ed. & M.Ed.)

• Know how to prepare them for the assessment.

• Have a greater confidence in the assessment method and the teacher assessor's judgment.

• The participation and involvement of the students in classroom activities is informally assessed by the subject teacher through observation.

• The teacher educators guide them to become active participants.

Regarding Practical:

In B.Ed. curriculum four EPC's are included:

EPC-1(Reading and Reflecting on text)

EPC-2 (Drama and Art in Education)

EPC-3(Critical understanding of ICT)

EPC-4 (Understanding the self)

Participation and involvement of the students in classroom activities is informally and formally assessed by teacher educators. The participation and involvement of the students in classroom activities and skills by the students in EPC's is assessed and guide the students in improving those skills.

Each student has to choose teaching-1 and teaching-2 according to their teaching subjects. In teaching, students are taught how to teach. Lesson plans are taught.

Internal assessment conducted annually helps the students to analyze the course content knowledge and mentors guide them to prepare for university examination.

All the projects, co-curricular activities and community engagements etc. are assessed through formal and informal methods. Immediate feedback is given to students for improvement.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.37

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 **Number of research projects funded by government and non- government agencies during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 **Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: C. Any 2 of the above

File Description	Document
Documentary proof for each of the claims	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

1. Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations
2. Encouragement to novel ideas
3. Official approval and support for innovative try-outs
4. Material and procedural supports

Response: C. Any 2 of the above

File Description	Document
Documentary evidences in support of the claims for each effort	[View Document](#)
Details of reports highlighting the claims made by the institution	[View Document](#)
Any additional information	[View Document](#)

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 4.8

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
7	11	12	9	8

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 1.73

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	6	2	0	7

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
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 year-wise	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 4.6

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	1	6	8

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 100

3.3.2.1 **Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
230	293	283	273	268

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 100

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
230	293	283	273	268

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

To prepare the pupil teachers to meet the challenges of imparting better updated and socially relevant education, Dr Ganesh Dass DAV College of Education for Women organises several activities in the community with active participation of students in various fields. Our institution fosters the students to engage in social, cultural and many other Co-curricular activities which help them to understand the duties and responsibilities towards the society and nation. Not only do these activities boost confidence, time management, and communication skills but also help in building extensive social skills and commitment as a resource towards society.

Community Activities in Different Villages

The college has made its noteworthy contribution to the society and environment by organising multiple community services in each session. Our pupil teachers organise various community service activities in the nearby villages to aware people of various social issues like women's education, drug awareness, Aids Awareness, Gender equality, Women's Rights etc. Each year's college students are divided into different schools for internships. Each group of pupil teachers organize community activity individually in any nearby village under the guidance of the respective teacher educator in charge of the school. The community service work includes activities like nukkad nataks, public speeches, rallies, volunteering etc. It allows our students to explore and grab necessary life skills.

Rallies

The institution also organises rallies like the Swachh Bharat Rally from time to time like Swachhta Jagruk Rallies were organised on 29th Sept 2022 and 30th Sept 2023(Humara Sapna Swachha Bharat apna. The tobacco cell of the college organised a Drug awareness rally on 17.02.2023

National/ International Day Celebrations

The institution celebrates, different national and international days, and festivals such as Independence Day, Republic Day, Yoga Day, Women's Day, AIDS Awareness Day, Environment Day, etc. These celebrations develop integrity, responsibility, and sensitivity and raise awareness among our pupil teachers.

Field Visits
From time to time the institution organises educational field visits such as refresh them and give them practical experience skills. such as our last visit in session 2022 to 2023 A day visit to Suraj Kund Mela(14.02.23)
The trip provided our students with an opportunity to experience the cultural heritage of India and learn about its diverse traditions and customs.

Participation in festivities
The institution also celebrates various religious festivals like Basant Panchmi, Diwali, Duddehra, Lohri and Holi to develop a strong sense of community and help our students stay connected with our roots and traditions.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 0

3.3.4.1 **Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 0

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance,**

other universities, industries, corporate houses etc. during the last five years

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Any additional information	[View Document](#)

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
4. **Discern ways to strengthen school based practice through joint discussions and planning**
5. **Join hands with schools in identifying areas for innovative practice**
6. **Rehabilitation Clinics**
7. **Linkages with general colleges**

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

Criterion 4 - 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

Response:

The college has adequate facilities for the teaching-learning process such as a well-equipped library, seminar hall, ventilated classrooms, auditorium, sports ground, science lab, mathematics lab, social science lab, language lab, psychology lab, computer lab, administrative office, lush green gardens and a parking facility. etc. Learning resources and infrastructural facilities are maintained according to the requirements.

Classrooms - The college has 13 fully ventilated classrooms with sufficient benches and fans. Out of which two classrooms are smart. The new building with 6 classrooms was constructed under the RUSA scheme to provide better infrastructure. Laptops are provided to all the faculty members by the college to make the teaching and learning process ICT-enabled and interactive.

Internet college has Wi-Fi connections with a range to cover the whole campus area.

Library: - The library always tries to facilitate the teaching-learning processes and cultivate a reading culture among teacher trainees. The library is well-equipped with books, reference books, journals, E-journal & e-books (N-List), CDs, magazines and newspapers, etc. The book bank facility is available for needy students. The library has separate reading rooms for B.Ed. and M.Ed. students and an internet section to access the e-resources.

Computer Lab: - The college has a well-equipped computer lab with 25 computers and an internet facility. 10 more computers have been added to the computer lab during session 2023-24.

College Auditorium:- The college has a fully ventilated auditorium with a capacity of about 350 participants and is equipped with audio-visual facilities like a podium, sound system, computer, projector, and screen. It is used for organizing morning assemblies, national seminars, model lessons by teacher educators, workshops, yoga sessions, celebration of national & International days, extension lectures, and many more.

Seminar Hall:- The college has a ventilated seminar hall with a capacity of 70 participants. It is used for college-level seminar presentations, group discussions, exhibitions, and technical sessions during national seminars.

Nature Room:- The college has a separate nature room to help the teacher trainees to develop their interest in nature. The activities on the eco-friendly environment, water conservation, energy conservation, awareness rallies, tree plantation, etc. are conducted from time to time by the in charge of the nature room.

Hostel:- 22 well-furnished rooms can accommodate more than 80 female students.

Ramps:- Both the college buildings (new and old) have ramps to ensure accessibility for disabled individuals.

Parking:- The college has ample space for the vehicles of students, staff, and visitors.

CCTVs:-CCTVs cameras in the college campus are installed for security purposes.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Link for additional information	[View Document](#)

4.1.2

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

Response: 50

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

Response: 7

4.1.2.2 **Number of Classrooms and seminar hall(s) in the institution**

Response: 14

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 0.71

4.1.3.1 **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.667010	0.296493	0.254531	0.566050	0.405646

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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

Response:

The library is partially automated with TechLib-7, an Integrated Library Management System (ILMS). It subscribes to 22 national and international journals and local and national newspapers. The library is endowed with e-resource accessibility with the INFLIBNET- NLIST. The college library has a committee headed by the principal and two senior members to make library facilities more effective. The library maintains an attendance register and library usage record. The library has a seating capacity of 60 pupil teachers. Each book entered into the system has its accession number. Reports like the number of books, number of titles and accession register, etc are generated from ILMS and being used. The college library is a member of the NLIST program of the UGC – INFLIBNET center to access electronic resources like SodhGanga and SodhSindhu. The library has a good collection of journals, reference books, periodicals, newspapers, magazines, CDs, and DVDs. Book bank facility is provided to the needy and deserving students. The library provides previous years' question papers, a list of newly arrived books and syllabi, etc. through e-mail to its users.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Any additional information	[View Document](#)
Web-link to library facilities	[View Document](#)
Link for additional information	[View Document](#)

4.2.2

Institution has remote access to library resources which students and teachers use frequently

Response:

The teacher educators and pupil teachers can access e-resources (e-journals and e-books) through the NLIST programme of INFLIBNET, the membership of which is renewed annually by the college library. In the future, the library plans to integrate the technology i

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Landing page of the remote access webpage	[View Document](#)

4.2.3

Institution has subscription for e-resources and has membership/ registration for the following

1. e-journals
2. e-Shodh Sindhu
3. Shodhganga
4. e-books
5. Databases

Response: B. Any 3 of the above

File Description	Document
Receipts of subscription /membership to e-resources	[View Document](#)
Data as per Data template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.45

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
0.83229	0.33902	0.26896	0.139559	0.66342

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 10.81

4.2.5.1 **Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 330

4.2.5.2 **Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 324

4.2.5.3 **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 729

4.2.5.4 **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 811

4.2.5.5 **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**

Response: 412

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	[View Document](#)
Any other relevant information	[View Document](#)

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

1. **Relevant educational documents are obtained on a regular basis**
2. **Documents are made available from other libraries on loan**
3. **Documents are obtained as and when teachers recommend**
4. **Documents are obtained as gifts to College**

Response: C. Any 2 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The college upgraded the Internet facility 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 online classes, creating Google forms, feedback forms, NAAC work, and others.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 5.11

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 200

4.3.3.1 **Available bandwidth of internet connection in the institution, in MBPS**

Response: 200

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)

4.3.4

Facilities for e-content development are available in the institution such as

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)
4. Teleprompter
5. Editing and graphic unit

Response: D. Any 1 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 0.37

4.4.1.1 **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.516721	0.128879	0.249487	0.106198	0.140099

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

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

Response:

Physical, academic and support facilities such as laboratory, library, play ground , computers , classrooms etc are utilized properly by the institution. The institution encourages teacher educators and pupil teachers to use academic and physical facilities by organizing different educational and co-curricular activities. Regular maintenance of essential facilities has been done under the different

committees.Various committees are formed under the chairmanship of the principal such as construction committee, repair and maintenance committee, library committee, purchase committee and others to follow the procedures and policies for maintaining physical and support facilities. Helping staff has been engaged area-wise to ensure proper maintenance of physical, academic, and support facilities and to keep the whole campus clean and hygienic.The computers, internet, Wi-Fi, and other ICT facilities are maintained as and when required. Two generators are available in the college to meet power breaks for the college campus and hostel separately. The estimated budget is allocated for purchasing of new equipments and maintaining old at the beginning of the session by the principal and bursar of the college. Requirements for physical, academic, and support facilities for new purchases and maintenance of old are collected regularly by concerned committees and fulfilled these requirements on urgency basis and availability of funds. The process of acquiring equipment is done carefully by inviting quotations and preparing comparitive study and selecting lowest and best one.

File Description	Document
Any additional information	[View Document](#)
Appropriate link(s) on the institutional website	[View Document](#)

Criterion 5 - 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:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Response: B. Any 4 or 5 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)

5.1.2

Available student support facilities in the institution are:

1. **Vehicle Parking**
2. **Common rooms separately for boys and girls**
3. **Recreational facility**
4. **First aid and medical aid**
5. **Transport**
6. **Book bank**
7. **Safe drinking water**
8. **Hostel**
9. **Canteen**
10. **Toilets for girls**

Response: C. Any 6 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies
2. Details of members of grievance redressal committees are available on the institutional website
3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students
4. Provision for students to submit grievances online/offline
5. Grievance redressal committee meets on a regular basis
6. Students' grievances are addressed within 7 days of receiving the complaint

Response: C. Any 3 or 4 of the above

File Description	Document
Upload any additional information	[View Document](#)
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

File Description	Document
Upload any additional information	[View Document](#)
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 17.26

5.2.1.1 **Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
16	26	28	13	24

File Description	Document
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)

5.2.2

Percentage of student progression to higher education during the last completed academic year

Response: 25.4

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 32

5.2.2.2 **Number of outgoing students progressing from PG to M.Phil.**

Response: 00

5.2.2.3 **Number of outgoing students progressing from PG / M.Phil to Ph.D.**

Response: 00

File Description	Document
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 19.52

5.2.3.1 **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
60	35	14	6	6

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

As such there is no student council in our college during the session of 2022-23. Associations such as Cultural Association, Literary Association, Science Association, Computer Science Association, Commerce Association, Mathematics Association, Social science association etc are formed in which students are nominated as president, vice president, and treasurer. The main aim of these associations is to engage all the pupil teachers in curricular and extra-curricular activities of the college. The office bearers of these associations actively participated in organizing the different activities and motivated the peer-pupil teachers to participate actively. Meetings under each association are conducted regularly under the guidance of the teacher-in-charge. These activities are organized to develop leadership quality coordination, cooperation, and confidence among pupil-teachers. The class representative is elected from the students of every class. A class representative serves as a bridge between the college and students. The major role of class representative at Dr. Ganesh Dass D.A.V. College of Education for Women, Karnal such as:-

? Class representative attending and helping by coordinating all activities /events organized in college such as sports day, fresher's meet, farewell function, tour & trip organizing, seminar, conference, and workshop, to help maintain discipline, serve refreshments, take care of assets, and other similar tasks.

? Helping and organizing PTM and events for parents.

? Promoting college pages and activities of college /students' achievements on social media like Facebook, WhatsApp, etc.

The college's office bearers of the cultural association organize Talent search competition, mehndi competition, rangoli competition, Diwali celebrations, and fresher's party. Extension lectures, science exhibition, speech competition, writing competition, PowerPoint presentation competition, literary quiz competition, extempore speech competition, group discussion, story and poem recitation competition, and debate are organized by all the associations. The in -charge and office bearers of all the association collect feedback after every event from the principal, teachers, and peer group to ensure quality improvement and growth. Apart from these associations, the Sadan system is also maintained in the college. All the pupil-teachers are divided into different Sadans and each Sadan has a mentor or teacher in charge. This system enables the student teachers to learn and share their responsibilities, developing the spirit of cooperation, bringing out individual talent, and solving individual problems. Morning assembly followed by Gayatri Mantra, Shantipath, Prayer, thought of the day, reading news headlines, and the national anthem is conducted daily by the sadan students. Yoga workshops are conducted regularly to keep life healthy and balanced. Documentary and PPT on life sketches of great personalities are shown on the very first day to educate the pupil teachers regarding philosophy, education, biography, and role in society. National and international days are celebrated by the sadan on duty.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 6.8

5.3.2.1 **Number of sports and cultural events organized at the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
8	11	04	3	8

File Description	Document
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

The Alumni Association was formed by former students of the college. It was not registered yet. It acts as a support system to the institution in motivating students and recognizing, nurturing, and furthering any special talent/s in them. The activities of the alumnae association include:
• The Alumni Association functions to support alumni of the college. It helps respond to the needs of the institute in conducting campus placements.

• The association of former students works to ensure that the most effective arrangements are made for placing its pupils in prestigious institutions.
• The Alumni Association also provides all facilities for resume writing, written tests, group discussions, and interviews.
• It is an essential connection between the academic program's final phases and the student's admission into the teaching profession, and it plays a significant and essential role in counseling and directing college students into a successful career placement.
•The Alumnae Association also coordinates various activities related to the career counseling of the students.
• Training activities are organized throughout the year to prepare prospective teachers for their successful placement
• The association is sensitized to function throughout the year towards generating placement and training opportunities for the students.
• At the college, care is taken to groom the students according to the needs of the schools. The students

get a lot of practical exposure through their visits to schools during a 15-day pre-internship held twice and a 4-month-long internship carried out in various Govt. schools in the city. The Alumni Association provides training to the students for job placements. In the conferences and workshops.

File Description	Document
Details of office bearers and members of alumni association	[View Document](#)

5.4.2

Alumni has an active role in the regular institutional functioning such as

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 2

5.4.3.1 **Number of meetings of Alumni Association held during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	1	1

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)

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.

Response:

Dr. Ganesh Dass D.A.V. College of Education for Women , Karnal has an Alumni Association" It acts as a support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them in the following ways::

- The Alumni Association helps former students with interviews, group discussions, written exams, and resume writing. It assists in meeting the institute's needs when it comes to campus postings.
- The Alumni Association offers all the resources needed to use the library, including ICT resources and help for passing the CTET and HTET eligibility tests.
- Alumni Association members are invited the alumni to delivered the model lessons in several disciplines to current students.
- Additionally, the Alumnae Association arranges a number of events pertaining to student career counseling.
- The association is sensitized to contact its past students for their placements in premium institutions and maintains a close contact with its members through phone calls and WhatsApp groups.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

Criterion 6 - 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

Response:

Dr. Ganesh Dass D.A.V. College of Education for Women, Karnal was established in 1968 and was handed over to D.A.V. Managing Committee Chitragupta Road, New Delhi in 1986. The institution is from a part of large D.A.V. family, of which Padam shri Dr. Puman Suri ji is the President and Sh. Ajay Suri is the General Secretary. This institute is one of the oldest colleges of teacher education for women in Haryana. It is now a post graduate college of education, having B.Ed. and M.Ed. courses affiliated to Kurukshetra University, Kurukshetra.

Our Vision

To be one of the centres of excellence in Teacher Education based on Indian Vadic Culture and ethos coupled with modernity.

Our Missions

- To develop among our pupils, a high sense of discipline, team spirit and courageous perseverance in the face of trying times.
- To prepare teachers to meet the challenges of imparting better, updated and socially relevant education in the new age of globalisation.
- To create and disseminate knowledge in global context.
- To develop creative and critical thinking in prospective teachers.
- To cultivate humane and spiritual values among pupil-teachers.
- To create best human resource reservoir to produce world-class teachers & citizens.

The college follows the philosophy of Maharishi Dayanand Sarswati ji, founder of Arya Smaj and works on the principle that one should not be content with one's own welfare alone, but should look for one's own welfare in the welfare of all. The governance of the college is democratic in real sense with decentralisation of power that ensures the participation of all concerned. The vision and leadership of the administration is depicted through the following activities that are inherited in the conduct of the college.

- Starting of every important event of the college with the Vedic havan.
- Starting each day of college with morning assembly including prayer, news, thought of the day, moral stories and speech on diverse topics.
- Holding group discussions on various recent topics in news .
- Celebration of almost all national, international days and festivals.
- Promoting project and team works amongst students.

- Encouraging students to organise different events independently under the guidance of teachers.
- Motivating students to participate in community services.
- Refreshing and updating knowledge through various extension lectures/workshops and seminars
- Yoga and meditation sessions
- Ensuring participation of students in different inter-college and intra-college competitions
- Promoting staff and students to write research papers.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

The institution follows practices of decentralisation 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 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. 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 **academic committees** (admission, library, research, Internal assessment, examination, Internship, time table) **non-academic** (women cell, eco club, cultural association, youth red cross cell, placement cell, student grievance and redressal cell, antiraging cell, alumni association, red ribbon club, anti-tobacco cell, nature interpretation centre) and **financial committees**(repair and maintenance, condemn, purchase, construction, bursar).Techers further ensures participation of the students through different **Associations** (science, social science, literary, commerce, mathematics) **Houses** (Swami Dayanand, Sardar Bhagat Singh, Swami Vivekanand, Ramanujan, Aryabhata, Mahatma Hans Raj, Kalpana Chawla, Rani Laxmi Bai. 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 maintenance of quality.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

The institution maintains transparency in financial, academic and administrative functions by adopting the following procedure.

Financial Transparency

The purchase and repair maintainance 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 least quoted prices by keeping qualitative aspect in mind. The payment to the venders is either online or through cheque.

Annual budget is prepared under different heads such as College Accounts, Examination Accounts and so on. Details of teaching as well as nonteaching staff, accounts, academic progress, etc. is updated every year on the NCTE and AISHE portal.

The Financial Transparency is also maintained by the college by displaying Income – Expenditure Statement, Audited Balance Sheet along with the Auditor's report on the college website which has an open access for one and all.

Academic transparency

is maintained as academic calendar and time table is prepared in the beginning of the session and put on notice board, staff room, library and college website. Any change in the activities planned or in the time table is informed to all concerned well in advance.Unit palns were developed by each subject teacher in the beginning of the session.

The college strictly maintains transparency in the academic functions by informing the students about the criteria of internal assessment in the beginning of the session and by displaying the internal assessment scores on the notice board before sending these to the Kurukshetra University, Kurukshetra.

The admission process is organized as per the norms laid down by the Kurukshetra University Kurukshetra in the Prospectus. Transparency in the admission process is maintained as admissions are

done online through Kurukshetra University Kurukshetra admission portal on the basis of merit and reservation policies of Government of Haryana. The process is published through the College Website and Facebook page and also by one-to-one counselling on campus for those who seek information regarding admission.

Academic transparency is also maintained by displaying Schedule and marks of the mid-term examinations, assignments, and projects on the notice board.

Transparency in Administrative functions:

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. applications are 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.

Review meetings at various levels, Periodic Faculty Meetings, Institutional IQAC meetings, Class Representatives (CRs) Meetings, attendance and admission meetings, Grievance Redressal mechanism for faculty, students and parent Teachers Meetings held frequently to maintain administrative transparency. Relevant information is uploaded on college website frequently. CCTvs are installed throughout the institution.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Activity 1: Construction and renovation of building

The institution has planned to seek grant from Rashtriya Uchchtar Shiksha Abhiyan (RUSA) for development of college. As a result of efforts, institute received grant of Rs. 2 crores from RUSA. Out of which Rs. I crore has been utilised for the construction of 6 new rooms with ramp facility.

Activity 2: Purchase of new equipments

Institute purchased new euipments like computers, cameras, interactive panels, mikes, printer, photocopier, chalk boards, solar panel, software for library spending about Rs. 50 lakhs.

Activity3: Filling of regular post of teaching

The Institute had following vacant post of teaching.

1. Pedagogy of life Science (vacant since 2009)
2. Pedagogy of life Hindi (vacant since 2015)
3. Pedagogy of Psychology (vacant since 2008)

As a result of rigorous efforts of college, three regular teachers against above cited posts joined on regular basis in 2019.

Activity 4: Management of biodegradable waste and rain water harvesting

Institute has prepared a compost pit that will decompose the biodegradable waste of the campus into manure and two rain water harvesting systems.

Activity 5: Maintaining soft copy of accounts of college

The institute has planned to record accounts of the college in soft copy. Till date maximum of accounts has been recorded in soft copy and in near future it will be 100% completed.

Activity 6 : Establishing a green campus

The institute promote 4 R's- Reduce, Refuse, Reuse abd Recycle, A green campus is developed including medicinal plants.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

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.

Response:

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. As the institution is a government aided college different bodies for the proper functioning of the institution are Kurukshetra University Kurkshetra (KUK) (Affiliating body), National Council for Teacher Education (NCTE)E (a statutory body), Directorate of Higher Education (DHE), Haryana, University Grant Commission (UGC), and D.A.V. College Managing Committee (CMC). Institution adhered to NCTE and KUK regarding implementation of fee structure and admission procedure, infrastructure, teaching and nonteaching strength and intake. Appointments, promotion, service rules 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 D.A.V. College Managing Committee, Kurukshetra University Kurukshetra and Directorate 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, General secretary, Treasurer and ten executive 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. The management of the college decentralizes the power to the principal to take administrative and academic decisions for the smooth functioning of the college. The principal, who is the academic and administrative leader of the college is responsible for the tasks of planning and supervision of the execution of annual academic plans, co-curricular and extra-curricular activities, are performed by the principal in consultation with the staff members of the college. She is responsible for the overall development of the college. The next level is made up of the Teaching and Non-Teaching staff. Teaching staff: The college has different pedagogical subject teachers and a librarian. Non-Teaching Staff: The institution has two clerks and one accountant cum clerk in gp C and one mali, one peon, one night chowkidar, one sweeper and one restrorer in group D.

Further, the principal as director of IQAC decentralizes the power and gives flexibility to the teachers as heads of different **academic committees** (admission, library, research, Internal assessment, examination, Internship, time table) **non- academic** (women cell, eco club, cultural association, youth red cross cell, placement cell, student grievance and redressal cell, antiaging cell, alumni association, red ribbon club, anti-tobacco cell, nature interpretation centre) and **financial committees**(repair and maintenance, condemn, purchase, construction, bursar).Techers further ensures participation of the students through different **Associations** (science, social science, literary, commerce, mathematics) **Houses** (Swami Dayanand, Sardar Bhagat Singh, Swami Vivekanand, Ramanujan, Aryabhata, Mahatma Hans Raj, Kalpana Chawla, Rani Laxmi Bai.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)

6.2.3

Implementation of e-governance are in the following areas of operation

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Response: D. Any 2 of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

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 and all the decisions taken were recorded and circulated amongst staff. In the session 2022-2023, the organisation of remedial classes is an activity that is successfully implemented by examination committee as 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 those topic 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.
- To help pupils who have fallen behind to learn to the best of their ability and to bring them back into the mainstream classes as far as possible.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

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

1. Leave benefits-casual leaves, earned leaves and compensatory leaves are 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 the teachers for their professional growth.
9. Gratuity
10. Retirement benefits

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 10.2

6.3.2.1 **Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
05	00	00	00	00

File Description	Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Any additional information	View Document

6.3.3

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

Response: 4

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
02	00	00	01	01

File Description	Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document

6.3.4

Percentage 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

Response: 81.63

6.3.4.1 Total 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 during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
07	08	07	07	11

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

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. Constructive feedback is given to the employees so that they can further enhance their performance level and efficiency. The parameters of the ACR of non-teaching staff are writing skills, knowledge of work, discipline, work ethics, regularity, punctuality etc.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

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 burser 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 and 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	Document
Report of Auditors of last five years signed by the Principal	View Document
Any additional information	View Document

6.4.2

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

Response: 0.14

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.57200	00	0.11000	00	00

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

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' fees prescribed by Kurukshetra University, Kurukshetra. Every year governing body of the college approves 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 maintenance 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 and the partial salary of contractual staff. Infrastructural academic and co-curricular 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 management of the college.

However, our college received a grant of Rs. 2 crores from RUSA through Haryana Govt. This grant was utilised to contribute to building (6 rooms and one ramp costing one crore), 50 lakhs for renovation and 50 lakhs for equipments.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

IQAC plays a significant role in various quality matters of the institution. The IQAC initiates, plans and supervises various activities that are necessary to increase the quality of the education imparted in the college. In the beginning of the session the IQAC designs the academic calendar. The institution ensures the timely, efficient and progressive performance of academic and administrative tasks. IQAC ensures the adequacy, maintenance and proper allocation of support and service through formation of various cells, committees and associations such as admission committee, purchase committee, repair and maintenance committee, examination and evaluation, internal assessment, IRDC, library committee etc. Different committees/cells, association and houses perform their duties independently under the vision of principal and supervision of teacher in charge and active involvement of the students. The quality assurance activities are not just limited to collecting data; also extends to analyse the data for enhancing quality. The activities are planned as per the requirements of students in view of situational and growth prerequisites. Different committees take initiatives related to research, teaching, financial, student support, good practices, and building community linkages. Various seminars, workshops and training programmes, expert talks, community related initiatives are organized throughout the session by various Committees/Cells The institution organizes regular curriculum planning meetings within the staff in order to transact the curriculum effectively and to review and revise activities adapting to the situation. Midterm corrections are done and implemented as the need arise after discussion in staff meetings. Record of minutes of meetings is maintained. As our institution is women college with fees prescribed by state govt. most of the girls comes from rural backgroud. The data obtained in the initial stage was utilzed to plan activities as per their needs.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Any additional information	[View Document](#)

6.5.2

The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

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, school teachers, eminent community members and resource persons and students and takes timely action to implement the suggestions given by them. The feedback 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 ehance their capabilities and facilitate meritorious students to secure positions at various levels. Feedback from students is also taken in Google form and. feedback is properly analysed and appropriate activities are planned in view of feedback.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 6.6

6.5.3.1 **Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
14	03	02	07	7

File Description	Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: C. Any 2 of the above

File Description	Document
Feedback analysis report	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

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.3 New building having six classrooms having proper ventilation, lights arrangements, chalk boards, wash rooms and ramp under RUSA (Govt.) were constructed to provide better infrastructure for quality teaching land earning process. 4. BSNL Fibre connections for the internet was installed to promote e- governance for administrative and academic activities.5. New equipments like Computers, laptops, printers, photocopier, Interactive panel, Music System, solar panel, solar lights, wireless microphones, projector, screen, CCTV cameras, library software, scanner were added in the institution. Renovation of college building was also done.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - 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

Response:

Energy use is a significant concern to the environment due to its various environmental impacts . The Energy policy of the college outlines our commitment to sustainable energy practices, aiming to minimize environmental impact, reduce energy consumption, and promote renewable energy sources. This policy serves a guiding framework for integrating energy efficiency measures into our daily practices and fostering a culture of environmental stewardship among staff, students and all other stakeholders.

Key components of energy conservation practices:-

- We strive to optimize energy use by implementing energy-efficient technologies, equipment and practices throughout campus facilities.
- Faculty, staff, and students are encouraged to adopt energy-saving behaviours, such as turning off lights and equipment when not in use, optimizing heating and cooling systems, and using energy-efficient appliances.
- The college is committed to increasing the use of renewable energy sources as a proposal submitted to RUSA to install solar panels and solar lights /alternative energy sources to minimize electricity consumption.
- We believe in raising awareness and educating the campus community about energy conservation and sustainability.
- Through workshops, seminars and outreach programs, we empower students, faculty, and staff to adopt sustainable energy practices both on and off campus.
- Encourage faculty, and students to be environmentally friendly by encouraging use of bicycles.
- It is commendable that the infrastructure of the college includes airy and ventilated rooms not only improve indoor air quality and comfort but also contribute to significant energy saving and environmental sustainability.
- By optimizing the use of energy college reduce utility bills and operational expenses and these financial resources are allocated to other critical areas such as academic programs and infrastructure development etc.
- The green environment of the college causes natural cooling in the college and thus reduces energy consumption.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

Dr. G.D. DAV College of education is committed to promoting waste management practices to minimize environmental impact, Conserve resources and foster a culture of responsible waste disposal among our staff, students and stakeholders.

Our waste management policy serves as a guiding framework for implementing effective waste reduction, recycling and disposal strategies across campus operations. The following initiatives are taken by 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 cloth bags, to carry their lunch boxes.
- Instead of taking CD from students data is taken in pen drives or through Gmail, and students upload the PDF of the assignment in Google Classroom.
- 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.
- 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 wet and dry waste.
- The institution has adopted bio-composting in compost pits for garden and kitchen waste
- The single sided paper and blank paper of answer sheets are used for printing and writing by all faculty members.
- To reduce the wastage of paper, Blank paper of answer sheets are also given to the students for class tests.
- For personal protection it has been advised to use masks while cleaning and handling waste.
- "Best out of waste", cloth Bag making, such competitions are organized in the college to encourage students to minimize the wastage and enable them to educate others in the society as they are the future teachers.
- The rainwater that flows off in the college areas are collected and stored to recharge the groundwater level by Rain harvesting System.
- College is becoming increasingly aware of the hazards associated with E- Waste. This can have serious environmental and health impact if not properly managed. To address this issue, college set up collection point in the college to dispose of E- Waste and have some future plans to recycle it by collaborating with recycling agencies.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.3

Institution waste management practices include

1. **Segregation of waste**
2. **E-waste management**
3. **Vermi-compost**
4. **Bio gas plants**
5. **Sewage Treatment Plant**

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Link for additional information	[View Document](#)

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

Response: B. Any 3 of the above

File Description	Document
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Dr. Ganesh Dass DAV college of Education for Women, Karnal, recognizes its responsibility for the sustainable and healthy environment. As an institution of higher learning, we are committed to integrating practices that minimize environmental impact, conserving natural resources in all aspects of our activities and fostering a culture of environmental responsibility among our students, faculty, staff and community. Maintaining cleanliness, sanitation and a healthy environment ,college adopts a combination of policies, practices and community involvement. Here is an explanation of how college achieved this.

- Establishing a routine cleaning schedule for all areas of campus including classrooms, laboratories, common room, and outdoor spaces help to prevent the accumulation of dirt, dust and debris.
- Ensuring that washrooms are well cleaned, stocked with essential supplies which promote good hygiene and prevents the spread of illness-causing germs.
- Implementing integrated pest management strategies to prevent and control pests such as insects, helps to maintain a clean and healthy environment.
- Ensuring that dining facilities of the hostel area adhere to strict hygiene and food safety standards helps to prevent food-borne diseases and promote overall health and well-being.
- Maintaining landscaped areas gardens and green spaces in campus not only enhance the aesthetic appeal but also provide opportunities for relaxation, recreation and connection with nature, contributing to overall well-being.
- Offering health educational programs to create awareness among the students.
- Plants are given as token of regard to the guests invited in the college.
- Encouraging students not to use plastic in their surroundings.

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)
Link for additional information	[View Document](#)

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 0.52

7.1.7.1 **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.2320	0.1010	0.1245	0.3690	0.780

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

The college puts its forth efforts to leverage the local environment by sensitizing the pupil teachers. It puts its 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, poster making, slogan writing, brainstorming, poetic recitation, play, essay writing, PPT presentation, etc.
- The institution organizes various activities that help in developing the value of responsibility towards different cultural diversities and positive effects on the community directly.
- To develop the values of responsibility towards the nation and society, pupil-teachers are motivated to organize national and international days such as environment day, earth day, science day, women's day, republic day, independance day and others.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct
4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response: D. Any 1 of the above

File Description	Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[View Document](#)
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

BEST PRACTICE-1

Title: Inculcation of moral and spiritual values among pupil-teachers

Objectives:

- To sensitize pupil-teachers towards Vedic Values
- To enrich positive energies and make pupil teachers morally, physically and mentally strong.
- To make aware the students to adopt environmentally conscious practices
-

Context:

The college conducts various activities aimed at integrating moral and spiritual values into their teacher education programmes such as formation of houses, morning assembly, extension lectures on moral values, yoga awareness programmes etc.

Practice:

Following activities are organized:

1. **Formation of Sadans (House System)**

- Pupil teachers are divided into different Sadans which named after educationist/freedom fighter/ scientist / social reformers/ arya samajists
- Each sadan works for a duration of fifteen days to organise assembly.

1. **Morning assembly**

- Morning assembly is the regular feature of the college starts with Gayatri Mantra, followed by Mantras' ucharan, Shantipath, Prayer, news headlines, brief description of Satyarth Prakash ,thought of the day and national anthem is conducted by each sadan for fifteen days.

1. **Havan Yajya**

- **Havan Yajya** is performed on the **occasion of starting of the session**, before the **start of sadan** and **celebration of festivals etc**.

1. **Green Environment:**

- Health and hygiene, cleanliness, tree plantation, waste management and energy saving initiatives etc.

1. **Yoga for Nurturing the mind, body and spirit:**

- Daily yoga session in assembly,

- Yoga workshop,
- Celebration of international yoga day
- Programme on Surya namaskar

BEST PRACTICE-2

Title: Commitment towards society

Objectives:

- To motivate the pupil teachers to take participation in the activities related to community sensitization on new schemes of government, cleanliness of the surroundings of their areas, tree

plantation, Swachh Bharat etc.

- To inspire prospective teachers to organize and participate in awareness programmes, plantation drives, and other programmes related to social issues such as a plastic-free environment, and saving water.

Context:

Dr Ganesh Dass DAV College of Education for Women organises several activities for the nearby community with active participation of pupil-teachers. Our institution fosters the students to engage in social, cultural and many other co-curricular activities which help them to understand the duties and responsibilities towards the society and nation.

Practice:

Our pupil teachers organise various community service activities in the nearby villages to aware people of various social issues like women's education, drug awareness, Aids Awareness, Gender equality, Women's Rights etc.

Following activities are organized

1. **Visit to nearby villages**

- On 11Feb, 2023 our teacher trainees visited **Shamgarh village**, **Salaru Village, Karnavillage kharajpur (Karnal).** Students made the people aware through Speeches, Poems Nukkad natak, and plays om the following issues:
    - **"Modern challenges existing in the field of Education".**
    - "**Mental Health of Women", &** "**Women Education"**
    - **"Road Safety"& Drug Awareness"**
    - On 24 Feb 2023, the teacher trainees went to **Jundla, Village, Karnal** to aware the people on **"Women Empowerment and Philosophy of Maharishi Dayanand Saraswati".**

1. **Awareness Rallies**

- Awareness Rally on Swachhta (29th Sept 2022 and 30th Sept 2023)
- Drug awareness rally on 17.02.2023.
- A r**ally** on "**Follow road safety rules**" on 11th February, 2023

1. **Celebration of national and international days to develop the attitude of integrity, responsibility, and sensitivity '**

- Independence Day,
- Republic Day, Yoga Day,
- Women's Day,
- AIDS Awareness Day,
- Environment Day, etc.

1. **Educational field visits**

- Visit to Suraj Kund Mela was organized on 14.02.23 and NDRI, Karnal was organized by the college on 8th April, 2023 to

1. **Book Exhibition**

- On 29 April, 2023, a "Book Exhibition" was organised and teachers and students of nearby colleges are invited.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

The vision of the college is "to be one of the centres of excellence in teacher education based on Indian Vedic culture and ethos coupled with modernity. Vedic Indian values are given to instil human, Moral and spiritual values among pupil teachers as morning assembly followed by Gayatri mantra, prayer , thought of the day, and national anthem etc. Participation in yoga camps, Havan competitions, Shabad competitions, awareness programs and health camps is necessary for students. In today's teaching landscape, modernity often refers to incorporating technology, active learning methodologies, and fostering critical thinking skills.

It also involves promoting, inclusivity, diversity and adapting to the changing needs of students and society. By integrating Indian Vedic culture with modernity Dr. Ganesh Dass DAV college of Education creates a unique educational experience that honors tradition while embracing innovation. Many practices like yoga, meditation based on Vedic tradition are timely organized by the college which promotes well being, stress reduction and emotional resilience among both students and faculty. 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 workshop and seminars. The college exposes all students to such opportunities the engage them fully in the academic extracurricular and extension activities, in order to assist the student's overall development. Dr. Ganesh Dass DAV college of Education, involve in fostering the interdisciplinary learning that bridge Vedic wisdom with modern fields by providing different subjects of pedagogy like science, arts, social science and mathematics.

Take inspiration from the Vedic principle of environment stewardship and sustainability, institution integrates eco-friendly practices into their operations and curriculum, fostering a sense of environmental responsibility among students. By embracing Indian Vedic culture alongside modern educational practices, college can create a dynamic learning environment that prepares pupil teachers to navigate the complexities of the contemporary world while grounding them in timeless wisdom the values.

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

5. CONCLUSION

Additional Information :

Additional information:

1) Student Centric Approach

2) Sports Meet is organized once in a year

3) Book Bank facility is available to needy and meritorious students.

4) Ample practice is given in ,"Pre- Internship Programme" such as demonstration lessons by teachers, teaching in simulation, discussion lessomns and teach and re-teach session to improve the quality of teaching before sending pupil-teachers to schools

5) 158 books on research , english literature, digital learning, critical thinking, yoga, writing skills, eminent personalities etc were added in the library.

Concluding Remarks :

The college has well-furnished physical infrastructure including classrooms with interactive panels, library, playground, laboratories, computer lab, seminar hall, auditorium etc. to support the quality of teaching learning process. IQAC plans the academic activities in the shape of academic calendar. In the light of this, the college has made sincere efforts in quality enhancement. It is a matter of pride to us that our students participate in national, state, university level competitions and got top achievements. The college motivates the students and teacher educators to use the ICT in teaching and learning process regularly by providing Wi-Fi enabled computer lab. Ample practices are given through extempore speech, essay writing competition, group discussion, debate and declamation etc. to enhance speaking and writing skills of pupil-teachers. Important committees are established in the college such as internal complaint committee, grievances and redressal cell, anti-ragging cell, SC/BC cell, minority cell and placement cell for the benefit of the student teachers.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through** **1. Website of the Institution** **2. Prospectus** **3. Student induction programme** **4. Orientation programme for teachers** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has selected the C. Any 2 of the above as per shared supporting document by HEI .
1.2.4	**Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through** 1. **Provision in the Time Table** 2. **Facilities in the Library** 3. **Computer lab facilities** 4. **Academic Advice/Guidance** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has selected the C. Any 2 of the above as per shared supporting document by HEI .
1.4.1	**Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.** **Structured feedback is obtained from** 1. **Students** 2. **Teachers** 3. **Employers** 4. **Alumni** 5. **Practice teaching schools/TEI** Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: D. Any 2 of the above

	Remark : DVV has selected the D. Any 2 of the above as per shared supporting document by HEI .
2.3.6	**Institution provides exposure to students about recent developments in the field of education through** **1. Special lectures by experts** **2. 'Book reading' & discussion on it** **3. Discussion on recent policies & regulations** **4. Teacher presented seminars for benefit of teachers & students** **5. Use of media for various aspects of education** **6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV has selected the C. Any 3 of the above as per shared supporting document by HEI .
2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include** 1. **Organizing Learning (lesson plan)** 2. **Developing Teaching Competencies** 3. **Assessment of Learning** 4. **Technology Use and Integration** 5. **Organizing Field Visits** 6. **Conducting Outreach/ Out of Classroom Activities** 7. **Community Engagement** 8. **Facilitating Inclusive Education** 9. **Preparing Individualized Educational Plan(IEP)** Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : DVV has selected the D. Any 2 or 3 of the above as per shared supporting document by HEI .
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** **1. Formulating learning objectives**

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

    Answer before DVV Verification : B. Any 6 or 7 of the above
    Answer After DVV Verification: C. Any 4 or 5 of the above
  Remark : DVV has selected the C. Any 4 or 5 of the above as per shared supporting document by HEI .

2.4.4	**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses**
	1. **Teacher made written tests essentially based on subject content**
	2. **Observation modes for individual and group activities**
	3. **Performance tests**
	4. **Oral assessment**
	5. **Rating Scales**
	Answer before DVV Verification : B. Any 3 or 4 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has selected the D. Any 1 of the above as per shared supporting document by HEI .
2.4.6	**Students develop competence to organize academic, cultural, sports and community related events through**
	1. **Planning and scheduling academic, cultural and sports events in school**
	2. **Planning and execution of community related events**
	3. **Building teams and helping them to participate**
	4. **Involvement in preparatory arrangements**
	5. **Executing/conducting the event**

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : DVV has selected the C. Any 3 of the above as per shared supporting document by HEI

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2.4.7	**A variety of assignments given and assessed for theory courses through** 1. **Library work** 2. **Field exploration** 3. **Hands-on activity** 4. **Preparation of term paper** 5. **Identifying and using the different sources for study** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has selected the C. Any 2 of the above as per shared supporting document by HEI .
2.4.10	**Nature of internee engagement during internship consists of** 1. **Classroom teaching** 2. **Mentoring** 3. **Time-table preparation** 4. **Student counseling** 5. **PTA meetings** 6. **Assessment of student learning – home assignments & tests** 7. **Organizing academic and cultural events** 8. **Maintaining documents** 9. **Administrative responsibilities- experience/exposure** 10. **Preparation of progress reports** Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : DVV has selected the C. Any 4 or 5 of the above as per shared supporting document by HEI.
2.4.13	**Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include** 1. **Effectiveness in class room teaching** 2. **Competency acquired in evaluation process in schools** 3. **Involvement in various activities of schools** 4. **Regularity, initiative and commitment** 5. **Extent of job readiness** Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: D. Any 1 or 2 of the above Remark : DVV has selected the D. Any 1 or 2 of the above as per shared supporting document by

	HEI .
2.5.3	**Average teaching experience of full time teachers for the last completed academic year.** 2.5.3.1. **Total number of years of teaching experience of full-time teachers for the last completed academic year** Answer before DVV Verification : 57 Answer after DVV Verification: 42 Remark : DVV has made the changes as per shared data template document by HEI .
2.6.2	**Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation** 1. **Display of internal assessment marks before the term end examination** 2. **Timely feedback on individual/group performance** 3. **Provision of improvement opportunities** 4. **Access to tutorial/remedial support** 5. **Provision of answering bilingually** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has selected the D. Any 1 of the above as per shared supporting document by HEI .
2.7.4	**Performance of outgoing students in internal assessment** 2.7.4.1. **Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year** Answer before DVV Verification : 142 Answer after DVV Verification: 98 Remark : DVV has made the changes as per shared supporting document by HEI.
3.3.1	**Average number of outreach activities organized by the institution during the last five years..** 3.3.1.1. **Total number of outreach activities organized by the institution during the last five years.** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
10	5	1	10	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	2	1	6	8

Remark : DVV has made the changes as per shared data template document by HEI .

4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**

4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
667010	296493	254531	566050	405646

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.667010	0.296493	0.254531	0.566050	0.405646

Remark : DVV has made the changes as per shared supporitng document and changes input in lakh .

4.2.4	**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**

4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
83229	33902	26896	139559	66342

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.83229	0.33902	0.26896	0.139559	0.66342

Remark : DVV has made the changes as per shared supporitng document and changes input in lakh .

4.2.5	**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**

4.2.5.1. Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year
Answer before DVV Verification : 410
Answer after DVV Verification: 330
4.2.5.2. Number of teachers and students using library for Month 2 (not less than 20 working

days) during the last completed academic year
　　　Answer before DVV Verification : 324
　　　Answer after DVV Verification: 324
　　4.2.5.3. **Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**
　　　Answer before DVV Verification : 729
　　　Answer after DVV Verification: 729
　　4.2.5.4. **Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**
　　　Answer before DVV Verification : 811
　　　Answer after DVV Verification: 811
　　4.2.5.5. **Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.**
　　　Answer before DVV Verification : 412
　　　Answer after DVV Verification: 412

　　Remark : DVV has made the changes as per shared data template document by HEI .

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** 1. **Relevant educational documents are obtained on a regular basis** 2. **Documents are made available from other libraries on loan** 3. **Documents are obtained as and when teachers recommend** 4. **Documents are obtained as gifts to College** 　Answer before DVV Verification : A. All of the above 　Answer After DVV Verification: C. Any 2 of the above Remark : DVV has selected the C. Any 2 of the above as per shared supporting document by HEI.
4.4.1	**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)** 　4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
516721	128879	249487	106198	140099

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.516721	0.128879	0.249487	0.106198	0.140099

　　Remark : DVV has made the changes as per shared supporting document and changes input in

	lakh .
5.1.2	**Available student support facilities in the institution are:** 1. **Vehicle Parking** 2. **Common rooms separately for boys and girls** 3. **Recreational facility** 4. **First aid and medical aid** 5. **Transport** 6. **Book bank** 7. **Safe drinking water** 8. **Hostel** 9. **Canteen** 10. **Toilets for girls** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: C. Any 6 of the above Remark : DVV has selected the C. Any 6 of the above as per shared supporting document by HEI .
5.1.3	**The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as** 1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies** 2. **Details of members of grievance redressal committees are available on the institutional website** 3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students** 4. **Provision for students to submit grievances online/offline** 5. **Grievance redressal committee meets on a regular basis** 6. **Students' grievances are addressed within 7 days of receiving the complaint** Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : DVV has selected the C. Any 3 or 4 of the above as per shared supporting document by HEI.
5.2.2	**Percentage of student progression to higher education during the last completed academic year** 5.2.2.1. **Number of outgoing students progressing from Bachelor to PG.** Answer before DVV Verification : 54 Answer after DVV Verification: 32 5.2.2.2. **Number of outgoing students progressing from PG to M.Phil.** Answer before DVV Verification : 00 Answer after DVV Verification: 00 5.2.2.3. **Number of outgoing students progressing from PG / M.Phil to Ph.D.** Answer before DVV Verification : 00

	Answer after DVV Verification: 00
	Remark : DVV has made the changes as per shared data template document by HEI .
5.3.2	**Average number of sports and cultural events organized at the institution during the last five years**

5.3.2.1. Number of sports and cultural events organized at the institution during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
11	14	08	07	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	11	04	3	8

Remark : DVV has made the changes as per shared data template document by HEI .

6.2.3	**Implementation of e-governance are in the following areas of operation**

1. **Planning and Development**
2. **Administration**
3. **Finance and Accounts**
4. **Student Admission and Support**
5. **Examination System**
6. **Biometric / digital attendance for staff**
7. **Biometric / digital attendance for students**

Answer before DVV Verification : B. Any 5 of the above
Answer After DVV Verification: D. Any 2 of the above
Remark : DVV has selected the D. Any 2 of the above as pr shared supporting document by HEI .

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

6.4.2.1. Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
57200	00	11000	00	00

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19

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0.57200	00	0.11000	00	00

Remark : DVV has made the changes as per shared suporitng document and changes input in lakh.

6.5.3	**Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.**

6.5.3.1. Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	08	06	08	07

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	03	02	07	7

Remark : DVV has made the changes as per shared data template document by HEI .

7.1.6	**Institution is committed to encourage green practices that include:**

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Answer before DVV Verification : B. Any 4 of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : DVV has selected the C. Any 3 of the above as per shared supporting document by HEI.

7.1.7	**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

2320	1010	1245	3690	780

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.2320	0.1010	0.1245	0.3690	0.780

Remark : DVV has made the changes as per shared supporting document and changes input in lakh .

7.1.9	**Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways** 1. **Code of Conduct is displayed on the institution's website** 2. **Students and teachers are oriented about the Code of Conduct** 3. **There is a committee to monitor adherence to the Code of Conduct** 4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has selected the D. Any 1 of the above as per shared supporting document by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Total expenditure excluding salary year wise during the last five years (INR in lakhs)..** Answer before DVV Verification: table below Answer After DVV Verification: table below

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1712378	749731	967029	2151843	996075

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17.12	74.97	96.70	21.51	99.60