



YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	DR. GANESH DASS D.A.V. COLLEGE OF EDUCATION FOR WOMEN
• Name of the Head of the institution	DR. (MRS.) RAKESH SANDHU
• Designation	PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01842252335
• Mobile No:	9896144491
• Registered e-mail ID (Principal)	dgd_dav_edn@yahoo.co.in
• Alternate Email ID	dgddavnaac@gmail.com
• Address	RAILWAY ROAD
• City/Town	KARNAL
• State/UT	HARYANA
• Pin Code	132001
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Women
• Location	Urban

• Financial Status	Grants-in aid				
• Name of the Affiliating University	KURUKSHETRA UNIVERSITY				
• Name of the IQAC Co-ordinator/Director	DR. SAROJ SOBTI				
• Phone No.	01842252335				
• Alternate phone No.(IQAC)	9466743366				
• Mobile (IQAC)	9466743366				
• IQAC e-mail address	dgddaviqac@gmail.com				
• Alternate e-mail address (IQAC)	sarojsobti@gmail.com				
3.Website address	http://www.gddaveducationknl.org/aspxpages/Index/HomePage.aspx				
• Web-link of the AQAR: (Previous Academic Year)	http://www.gddaveducationknl.org/file/AQAR%202020-2021.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://www.gddaveducationknl.org/file/Academic%20Calendar%202021-2022.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	2.64	2004	08/01/2004	07/01/2009
Cycle 1	B++	2.64	2020	03/03/2015	02/03/2020
6.Date of Establishment of IQAC			11/01/2013		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
Nil	Nil	Nil	Nil	Nil	

8. Whether composition of IQAC as per latest NAAC guidelines	No	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	No File Uploaded	
9.No. of IQAC meetings held during the year	3	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	No	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
Online orientation for B.Ed. 1st-year students by respective teacher incharge and librarian		
E-workshop on E-skills development among students by the teacher educators		
National Webinar on Women and Mental Health for teachers and pupil teachers		
Extension lecture on the Relevancy of Arya Samaj in the present scenario by Acharya Sanand ji Extension lecture on Food as a medicine in the present scenario by Dr. Anita Bhatnagar Extension lecture on Gender Sensitization by Dr. Vandana Dave		
Teacher Orientation By Dr. Rakesh Sandhu (Principal)		
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		

Plan of Action	Achievements/Outcomes
Students Induction Programme	Orientation of B.Ed Ist year and 2nd Year
Teacher Induction Programme for quality improvement	Teacher Orientation By Dr. Rakesh Sandhu (Principal)
Quality Extension Lectures	Extension lecture on the Relevancy of Arya Samaj in the present scenario by Acharya Sanand ji Extension lecture on Food as a medicine in the present scenario by Dr. Anita Bhatnagar Extension lecture on Gender Sensitization by Dr. Vandana Dave
Development of ICT skills	E-workshop on E-skills development among students by the teacher educators
Organisation of National Webinar	National Weninar on Women and Mental Health
Faculty Development Programme	40 Faculty Development programmes/ Seminars were attended by all the teacher educators
Inremental Improvement Infrastructural facilities	Spacious Building having 6 classrooms were added in this session

13. Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Year	Date of Submission
Nil	Nil

15. Multidisciplinary / interdisciplinary

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

16. Academic bank of credits (ABC):

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

17. Skill development:

Our institution follows the student-centered approach by conducting activities regularly to develop skills among pupil teachers. The college organizes Debates, discussions, demonstrations, extempore speech, declamation, poem recitation, essay writing, action research, brainstorming sessions, book reviews, and 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

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

The medium of curriculum transaction is bilingual (Hindi & English). A 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, mantrou uccharan, yoga shivir, sadan activity, morning assembly, prayer, etc.

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

The curriculum of B.Ed & M.Ed is outcome-based. After the successful completion of the programme pupil teachers will be able to:

- Exhibit the professional skills and competencies,
- Show scientific & research capabilities in their academic, professional and general life pursuits,
- Acquire knowledge and skills in academic planning, organizing, evaluation, decision-making, and resource management according to pre-determined objectives/ outcomes,
- Visualize enshrined legislative provisions related to the Indian Education system and facilities in an inclusive setting,
- Provide an opportunity for experiential learning to conceptualize disciplinary understanding and empirical knowledge of school curriculum to assess and reflect on teaching-learning practices, Identify challenges of gender disparities, exposure to gender-neutral pedagogic materials and training to address the gender inequalities,
- Explore the role of social agencies, schools, and society in nurturing holistic well-being and promoting healthy practices,
- Provide exposure to ICT tools for their effective utilization in providing learning experiences as well as management of school activities,
- 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.

20.Distance education/online education:

Taking into consideration of the problems and challenges during COVID-19, the all efforts have been taken by the college to ensure the smooth functioning of the learning process through online mode.

After the new normal, blended mode and in the month of March 2022 offline classes were started.

Extended Profile

1.Student

2.1	293
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	150
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	150
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	135
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	135
Number of graduating students during the year	

File Description	Documents
Data Template	View File

2.6	149
Number of students enrolled during the year	

File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	749731
4.2 Total number of computers on campus for academic purposes	40
3.Teacher	
5.1 Number of full-time teachers during the year:	10
File Description	Documents
Data Template	View File
Data Template	No File Uploaded
5.2 Number of sanctioned posts for the year:	8
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The Kurukshetra University, Kurukshetra prepared the curriculum for B.Ed and M.Ed classes and the college implements it. A senior faculty member of the college is involved in meetings of curriculum revision. IQAC of the college prepares the Academic Calendar of scholastic and non-scholastic activities as per the need and resources available to the students. Unit planning was done by every teacher in their respective subject. The session started with the orientation programme to make aware the students with the curriculum, library resources and services, optional subjects,</p>	

internship, and execution of activities like the celebration of important national and international days, morning assembly, associations, etc. Different committees, sadans, associations and cells are formed. In charge of Sadans, timetable, examination, internship, internal assessment and all cells prepare the planning. Due to the unprecedented and disruptive situation of COVID-19, the College organized planned activities according to the academic calendar through online mode but after the new normal college started offline classes with SOPs provided by the government. Workshops, conferences, webinars, and FDPs were attended by faculty members to update their academic skills.

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

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

C. Any 3 of the above

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

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

B. Any 3 of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.gddaveducationknl.org/aspxpages/NewsandUpdates/Notices.aspx?NewsId=159
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	No File Uploaded
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

including pedagogy courses for which teachers are available

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

20

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	No File Uploaded
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	Nil

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

0

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

0

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

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

0

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

0

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

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

Two of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

0

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

1.3 - Curriculum Enrichment

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

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

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

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

All the above points and the issues related with them are integrated in the entire syllabus of B.Ed, programme. The development of the School system is taught in the first paper. The students are familiarized with the functioning of various boards of school education in the paper IV B. A number of PPTs are given on how the national and state boards function and the changes brought in their functioning are made aware to the students by conducting various discussions. Comparative education is taught at M.Ed. level and the students are apprised of the differences between the education systems of various countries. The assessment system of various national and state boards is taught in paper V in the B.Ed. course

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

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

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

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

1.4 - Feedback System

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

Three of the above

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

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

Feedback collected, analyzed and action taken

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

293

2.1.1.1 - Number of students enrolled during the year

293

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

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

49

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

49

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

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

6

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

6

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

2.2 - Honoring Student Diversity

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

The students admitted to our institution belong to different social, cultural, economic, and vernacular backgrounds. These differences lead to a difference in learning capabilities. The institute assesses their learning level through the close observation of the students at the very beginning of the session. To assess the entry

level of the students they are divided into tutorials (Sadans) to develop mentor-mentee interaction. The innovative assignments are given to the students according to their interests and capabilities and teacher educators try to enhance their intellectual abilities and involve them in national and international competitions organized by the college as well as other institutions also.

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

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

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in	Two of the above
--	------------------

accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

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

2.2.4 - Student-Mentor ratio for the academic year

1:32

2.2.4.1 - Number of mentors in the Institution

10

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

2.3 - Teaching- Learning Process

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

Our institution follows student[1]centered approaches such as participatory learning, group discussion, problem-solving learning, and online mode in the teaching-learning process. These kinds of activities are regularly conducted in our college to make learning more student-centered. First half of the session is completed through online mode and second half of the session through offline

mode with SOP given by the govt. time to time. Online material in the shape of Pdf, youtube, ppt, and question papers were provided by the library in WhatsApp groups and e-mail. Zoom applications and Google Classroom were also used to connect with the students. Other than these, group discussions were also held during the Google meetings.

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

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

8

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
Any other relevant information	No File Uploaded

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

293

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

2.3.4 - ICT support is used by students in

Four of the above

**various learning situations such as
Understanding theory courses Practice
teaching Internship Out of class room
activities Biomechanical and Kinesiological
activities Field sports**

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

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

The surroundings of the institution are supportive of the overall development of the faculty as well as students. Teachers are chosen according to their ability so that they can assist the students according to their diversities and help them to grow personally, socially, academically and professionally. There is a healthy and cordial relationship among the faculty members. All the faculty members work with cooperation of each other under the guidance of principal. Regular instructions are given to the teachers and pupil teachers for maintaining a steadiness between home and work stress. National webinar on 'Mental Health of Women' was organized to overcome the stress of Pupil teachers as well as teacher Educators. Webinars and extension lectures on women's health, meditation, yoga etc are organized in the college occasionally.

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

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

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

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

To nurture creativity & innovativeness among students, the college organized various activities online and offline such as rangoli, poster making, slogan writing & essay writing, painting, speech, book reading in groups, book reviews, discussion on the new policy, extempore speech, debate on current issues, yoga, and meditation, brainstorming sessions, PPT making, etc.

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

2.4 - Competency and Skill Development

<p>2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning</p>	<p>Seven/Eight of the above</p>
--	---------------------------------

Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)	
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File
2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Eight /Nine of the above
File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

<p>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	<p>Three of the above</p>
---	---------------------------

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded
Any other relevant information	View File

<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>Three of the above</p>
--	---------------------------

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for</p>	<p>Three of the above</p>
--	---------------------------

both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

Four of the above

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

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

All of the above

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

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

The institution planned the internship programme in two phases i.e. 'Pre Internship' and internship in schools. In the pre-internship programme, the internship in-charge prepared the schedule of teachers' demonstrations of each pedagogical skill followed by a demonstration of students in simulation for further practice. Permission is taken from the DEO of Karnal District. After having practice, the pupil teachers were sent to 10 practicing schools (Govt and Private) according to their medium of instruction, pedagogical subjects and residential address. The internship was planned in cooperation with school principals and staff. Teacher in-charges were provided to the pupil teachers where the pupil teachers had to complete internship Programme of 4 weeks for B.Ed Ist year and 16 weeks for B.Ed 2nd year. The pupil teachers were instructed to follow the rules and regulations of the school while conducting activities (scholastic and co-scholastic activities). Teacher educators, peers and teachers of practicing schools observed the teaching of pupil teachers and gave feedback to improve their teaching. In schools during exams, pupil teachers had to perform the duty of invigilators and evaluators. Principals and teacher-educators of the college gave their support to make them real teachers.

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

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

2.4.9.1 - Number of final year students during the academic year

138

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	View File

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

Seven/Eight of the above

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

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

Institution adopts effective monitoring mechanisms to ensure quality improvement in the teaching-learning process of pupil-teachers during School Internship Programme (SIP). Internship programme for B.Ed. 1st Year and B.Ed. 2nd Year is conducted for one month and four months respectively as prescribed by the curriculum of KUK. Firstly pupil teachers are instructed and oriented by the principal of the institution. Pupil teachers are trained under the guidance of

teacher educators for internship in schools. Demonstration lessons are given by all the teacher educators in their respective subjects. Pupil teachers are provided ample opportunities to give demonstration lessons in simulation to master their teaching skills before going to real teaching practice in schools. The schedule of SIP and list of schools are prepared by the internship in charge with the guidance of the principal. Each teacher educator is assigned a school to observe the teaching skills of pupil teachers for further improvement. Teacher educators ensure the optimal learning exposures to the pupil teachers during the internship. The principals and teachers of practicing schools observe the performance of the pupil teachers and give quality suggestions for further improvement if required in any specific area. School teachers create a comfortable environment and orient them about the functioning of the school system. Scholastic and co-scholastic activities are conducted by the pupil teachers in their respective schools, Lastly, pupil teachers observe the teaching skills of their peers for further improvement.

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

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

All of the above

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

2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for

Five of the above

assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

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

2.5 - Teacher Profile and Quality

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

08

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

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

8

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

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

136

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

136

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

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

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

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

2.6 - Evaluation Process

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

Continuous Internal Evaluation is one of the core features of the college to maintain quality teaching and learning processes. A systematic plan is prepared by the examination incharge under the guidance of the principal throughout the academic session. Internal evaluation is conducted according to university rules and

regulations. Proper records of the students are maintained for each and every activity performed by the students. Teaching skills are evaluated during the internship by the teacher educator and teachers. Students are assessed periodically through various activities like project work, and assignments work during the internship. For the formative assessment proper oral and written class tests, unit tests, house examinations, seminars, discussions, and attendance are monitored regularly and proper guidance is provided by the faculty members.

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

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

Three of the above

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

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

In our institution to resolve the grievance related to examinations,

students are free to contact the examination incharge. The examination committee is established to provide the students with an easy and readily accessible mechanism for prompt disposal of their issues. The examination committee deals with all the grievances related to the internal and external examination. In internal examination queries related to internal examination are resolved by the examination committee with the concerned subject teachers.

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

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

The institution prepares the academic calendar in the very beginning of the session on the basis of the academic calendar provided by Kurukshetra University, Kurukshetra. All the activities and events including internal examination are given in the academic calendar. A tentative number of working days are calculated before the commencement of classes for the academic session. Internal Evaluation is managed through different modes such as projects, sessionals, unit 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.

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

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching

learning process in not more than 100 - 200 words.

Our Institute makes earnest efforts to align programme learning outcomes and course learning outcomes with the teaching learning process through pupil centered teaching, frequent discussions and presentations and exposure to classroom teaching in the form of micro groups and mega groups. Activities of enhancing professional competency courses (EPC I, EPC II, EPC III, EPC IV) are selected to enhance their reading skills, writing and communication skills, drawing and art skills, and technological skills etc.

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

2.7.2 - Pass percentage of Students during the year

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

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

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

- Demonstration lessons(Teacher educators and pupil teachers) followed by the school internship programme
- Debate and group discussion on social issues

- Yoga Workshop
- Literary activities (Debate, Declamation, Speech, essay writing and Book reviews etc)
- Seminar Presentation in respective classrooms

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

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

2.7.4 - Performance of outgoing students in internal assessment

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

78

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

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

Our college emphasizes on assessment 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 students' assignments, projects, seminars, and examinations (written and oral like viva) were conducted from time to time. The

basicfunction of assessment is to check the weaknesses of the students. After assessing the students ' performances more emphasis was given to the improvement of the student's performances.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<http://www.gddaveducationkn1.org/file/Students%20Satisfaction%20Survey%202021-2022.PDF>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

3.1.3 - In-house support is provided by the

One of the above

institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

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

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

One of the above

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

3.2 - Research Publications

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

11

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

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

6

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

3.3 - Outreach Activities

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

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

5

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

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

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

122

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

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

293

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

293

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

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

In our institution, different types of activities are organized from time to time in order to fulfill the objectives of the institution. We encourage students to participate in co-curricular activities, and social activities which are helpful in developing the understanding of the responsibilities of individuals toward society. Institution celebrates various national /international days such as Independence Day, Republic Day, Yoga Day, Environment Day, Women's Day etc. All these celebrations develop a sense of responsibility and integrity. Every year, our institution organized a talent show and motivates students to participate in various activities so that they could learn and show their qualities through showcases. Various

religious festivals like Diwali, Dussehra, and Lohri, are celebrated every year to develop the cultural harmony among pupil teachers. Our students visited the nearby villages like Narukheri, Kulvehri, Kunjpura etc to sensitize and aware the community towards cleanliness, female foeticide, women education etc.

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

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

2

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

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

0

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

0

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

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

0

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

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

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

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

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

The college has adequate infrastructural facilities for the smooth functioning of the teaching-learning process(B.Ed. and M.Ed.).. It has well-maintained spacious and ICT-enabled classrooms including 2 classrooms equipped with Smartboards. The college auditorium is very spacious having a capacity of 300 students. The college has well-equipped labs : mathematics lab, science lab, social science lab, language lab, and psychology lab . The college has a computer lab having 25 computers to make teacher-trainees techno-savvy. The entire campus is Wi-Fi enabled and is under CCTV surveillance for the benefit of the students and staff. The college has a common room and a yoga room also. The college has a playground as per the requirement of NCTE, KUK and DGHE.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

3

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.gddaveducationknl.org/aspxpages/Facilities/Facilities.aspx
Any other relevant information	View File

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

lakhs)

171341

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

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

College Library is situated on first floor having capacity of 70 users. The library has a property counter, librarian's room, circulation (Issue/Return) counter, two reading sections for B.Ed. and M.Ed., computer/ internet section and stacks (text-Books for B.Ed. & M.Ed., Periodicals, reference books, general books, Vedic philosophy and others). The Library uses TECH-LIB -7 which is partially automated. Some of the key features of the software are:-

Creating Membership records with photo and statistical reports

Maintaining of Accession Register

The Circulation module of the software covers all the operations of circulation such as Issue -return, renewal of books

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

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

more than 100 - 200 words

Study material and question papers are provided through library email and link of google drive. Students can ask the librarian for any type of study material. Remote access of the library will be provided in the future.

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

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

Two of the above

File Description	Documents
Data as per Data template	No File Uploaded
Receipts of subscription /membership to e-resources	No File Uploaded
E-copy of the letter of subscription /member ship in the name of institution	No File Uploaded
Any other relevant information	No File Uploaded

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

33902

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

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

808

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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

Two of the above

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

4.3 - ICT Infrastructure

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

Alongwith BSNL connections , twoBSNL fiber connections were

purchased by the college to make wifi enable campus. College has 40 Desktops and 9 laptops for administrative, research & teaching work. Laptop is provided to every teacher educator. The college uses LCD projectors for conducting activities. The desktops are running on windows 7, 10 . Library provides photocopies of required reading material. IT support service for repairing and updating the ICT infrastructure is invited whenever required.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

9:1

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

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
Any other relevant Information	No File Uploaded

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System

One of the above

(LCS) Teleprompter Editing and graphic unit

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

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

87136

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

The infrastructural facilities of the college are regularly maintained. Committees are formed for maintaining and utilizing physical, academic and support facilities such as laboratories, and the library of the college. To maintain cleanliness in the campus a helping staff member is appointed on each floor of the building. Furniture and equipment are purchased as per the requirements. The purchase committee comprising of the Principal, senior members, and administrative member conducts regular meetings to approve necessary purchases for the maintenance of college infrastructure.

Classrooms College has 08 classrooms including 02 smart classrooms.

Laboratories College has various laboratories such as a language lab, Science lab, Mathematics lab, social science lab, and computer lab with all the amenities required in the labs.

Library A Library Committee comprising the Principal, Librarian, and two senior staff members always tries to improve /update the library by adding new books, magazines and journals. The Library is maintained by only one staff member headed by the Librarian. Stock verification has been done at the end of the session. All computers in the Internet and Research Centre of the library are maintained and updated regularly. The College has invited an IT Consultant whenever required to provide support services relating to computer hardware and software.

College Lawns The College has lush green gardens which are maintained by an experienced gardener. The College has two powerful generators as an alternate source of electricity.

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Three of the above

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

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

Nine or more of the above

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

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

D. Any 1 of the above

File Description	Documents
Data as per Data Template for the applicable options	No File Uploaded
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data template	No File Uploaded
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	No File Uploaded
Any other relevant information	No File Uploaded

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
20	124

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

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

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

13

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

9

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

There is no student council in our college but different subject associations like the Literary Association, Science Association, Mathematics Association, and Social -Science & Commerce Association, were through online mode. In which different members are nominated as president, vice president, and treasurer.

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

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

6

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

5.4 - Alumni Engagement

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

The college has unregistered alumini association. Alumni meetings were conducted regularly before the session 2021-22. Due to the

prevailing situation of COVID-19, no alumni meet was conducted in the college.

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

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

One/Two of the above

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

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

0

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

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

The Alumni Association acts as an effective support system for the institution in motivating students as well as recognizing, nurturing, and furthering talent regularly before the session 2020-21. Due to the prevailing situation of COVID-19, no alumni meet was conducted.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institution follows a democratic and participatory mode of governance. The governing body of the college takes all the significant decisions. As per the constitution of the governing body of the college, there are 21 members consisting of 14 members from D.A.V. CMC, New Delhi, one from DHE, Haryana, one from the Kurukshetra University, Kurukshetra and four from the college including the principal, 2 teaching representatives and 1 non[1]teaching as per the norms of NCTE, Kurukshetra University, Kurukshetra and the Directorate of Higher Education Haryana (Panchkula). The principal of the college is empowered by the governing body to take all the important academic and administrative decisions. However, for the smooth functioning of the college various committees are formed to work independently such as IQAC, Admission committee, repair and maintenance committee, Purchasing committee, Library committee, Hostel committee etc. Students are also encouraged to active participation in the form of associations and cells such as maths and science association, social science and commerce association, literary association, women cell, redressal and grievance cell, IQAC, legal literacy cell, placement cell, guidance, and counseling cell etc 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 the governing body and members of IQAC takes decisions about the improvement of quality in the institution.

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

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

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 decentralizes the power and gives flexibility to the teachers as heads of different committees, associations, and cells such as admission committee, timetable committee, examination, and internal assessment committee, library committee, hostel committee, repair and maintenance committee, purchase committee, cultural committee, discipline committee, maths and science association, social science association, literary association, women cell, redressal and grievance cell, IQAC, legal literacy cell, placement cell, guidance and counseling cell etc. To get the work/ assignment/ responsibilities get done the teachers decentralise the power to the students through different associations and sadans.

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

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

The institution maintains transparency in financial, academic and other functions by adopting the following procedure: The College has an internal and external audit mechanism in which the internal audit is done by a chartered accountant, appointed by the D.A.V. management committee and D. A.V. management guides for further improvement. The external audit is done by DHE Haryana and Kurukshetra University, Kurukshetra, periodically. The purchase committee of the college maintains transparency and completes the process of purchase of equipment, furniture, and other accessories by receiving requirements from teachers ,students and other staff members, inviting quotations, comparing the quotations, and giving orders to the minimum one. The mode of payment to different venders is through cheque and online.The academic audit is done by the Principal (Director of IQAC). Notices related to admission, examination, timetable, internship, bus pass, scholarship, book bank, subject change, different cultural programs, webinars, workshops, etc. are informed through notices, email and WhatsApp groups to maintain transparency in the teaching-learning process.

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

6.2 - Strategy Development and Deployment

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

As per the guidelines of K.U.K/DGHE/NCTE and keeping in view the vision and mission of the college, the college prepared the academic calender. And strategic planning is done by IQAC for quality enhancement through the active participation of all the staff members and students. Due to the Covid-19, all the activities were organized according to the academic calendar through online mode but after the new normal, offline classes with SOPs provided by the Govt. were started. From March 2022, all the administrative, academic (Scholastic & Co-Scholastic) and other activities were planned and executed in blended mode.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Affiliating body (Kurukshetra University), NCTE (a statutory body), DGHE, Haryana, UGC, and D.A.V. College Managing Committee are the different bodies for the proper functioning of the institution. As per the constitution of the governing body of the college, there are 21 members consisting of 14 members from D.A.V. management, one DHE Haryana nominee, one V.C. nominee, one principal of the college, two teacher representatives, and one non-teaching representative. Periodical meetings of the governing body have been held for timely decisions. All the decisions related to appointments, promotions, and disciplinary action (if required) is taken as per the service rules of Higher Education, Haryana. Under the leadership of the worthy principal, staff meetings are held to assign responsibilities and duties for the proper functioning of the institution. An annual report of detailed activities is submitted to the management regularly for further guidance and suggestions.

File Description	Documents
Link to organogram on the institutional website	http://www.gddaveducationknl.org/file/organogram%20C.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

One/Two of the above

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

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

For the growth and development of the college various committees are constituted and from time to time meetings of different committees are conducted for the planning of scholastic and non-scholastic activities. All minutes of meetings are prepared with all the decisions taken in the meetings. An admission committee was formed to follow the admission procedure according to the rules and regulations of the Kurukshetra University Kurukshetra. The university provides an online admission portal. All decisions related to admission were taken by the committee with the consent of the principal. At the time of admission, the documents of all the students were checked minutely by the committee and eligible candidates were provisionally admitted on the university portal. In the last round, the remaining seats were filled by the college itself through physical counselling, and the final list of all the admitted students was submitted to the university.

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

6.3 - Faculty Empowerment Strategies

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

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

- Leave Benefits (As per DHE, Haryana and Kurukshetra University, Kurukshetra) 10 days (Male) / 20 days (Female) of casual leaves are provided to both teaching and non[1]teaching staff.
- Duty leaves to the teaching staff are provided to attend various Orientation/Refresher/Seminar/workshops/Training Programs as per the Government rules.
- Non-teaching staff is also given duty leave.
- Female teaching and non-teaching staff can avail of a Maternity Leave of 180 days as per Government rules.
- Duty leave is given to teaching staff to participate and present papers and to the non-teaching staff for participation in conferences/ Seminars/ Workshops/ FDP, etc.
- The institution helps the staff to avail loan from banks.
- the staff members can avail loan on their P.F.
- Retirement Benefits as per the DHE, Haryana Rules. NPS (National Pension Scheme for employees who joined services after 01.01.2004).
- The uniform is provided to helping staff.
- Facilities like library, laptops, Wi-Fi campus and free parking are provided to all the staff members.

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

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

0

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

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	No File Uploaded
Any other relevant information	No File Uploaded

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

08

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

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

The institution has the following performance appraisal system for teaching and non-teaching staff: All the teaching staff are asked to fill out an Annual Confidential Report (ACR) as a self-evaluation annually. This provides an insight into one's own assessment of all the scholastic, non-scholastic, and administrative activities such as subject taught, teaching methodologies, sadans and associations activities, participation in national and international seminars & paper presentations, publication of research articles, members of committees, etc. Through ACR, a teacher can showcase his/her continuous professional development. These ACRs are then forwarded to the principal whereas; the principal of the college assesses and verifies them. The performance appraisal is also used for the Career Advancement of the teachers who are updated about their performance at each level. If there is a scope for improvement on the part of the teacher, they are advised to improve for later promotions as per the norms. The whole system is carried out in a confidential manner. The non-teaching employees also fill and submit the Annual Confidential Report (ACR). This Document is then verified by the respective Reporting Officer of the employee and further evaluated and certified by the principal. 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	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

Internal audit is a continuous process to ensure the verification of each and every financial transaction. D A V C M C New Delhi depute the auditor/CA for internal audit of the college. In the initial stage, the principal, burser and deputy superintendent monitor and verify income and expenditure statements for clarity, authenticity, transparency and financial accuracy. The proper procedure is adopted to purchase the equipment, furniture, stationary, etc. Purchase committee, repair & maintenance committee and construction committee are formed. Quotations are invited and prices of each and every item are compared. The vouchers and proper record with the concerned purchase are verified and appropriately maintained. The external audit is done by DHE, Panchkula and Kurukshetra University, Kurukshetra whenever required. The audit objections, if any, are removed by the administrative office.

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

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

Donation

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

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

Major sources of institutional funds:

95% grant in the form of salary of grant-in-aid staff through DHE, Panchkula and 5% share is generated by management of the College. Other source of income is regular students' fees (B.Ed. and M.Ed.) as 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 are used for the development of the college, the salary of contractual staff, and students' activities. Infrastructural and Academic facilities are augmented for students. Library services are strengthened on a priority basis. New books and journals are added every year. Each item is economically purchased by comparing a minimum of three quotations. For each and every financial transaction proper permission is taken from the Principal of the College.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	View File

6.5 - Internal Quality Assurance System

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

Developing a culture that recognizes the importance of quality and quality assurance is essential in the institution. The quality assurance activities are not just limited to collect data; it is expected to analyze the data for enhancing quality. 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, hostel committee, etc.

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

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

The institution reviews its teaching-learning process and internship programme from time to time through staff meetings and feedback from pupil teachers, school teachers, school principal and teacher educators .(such as use of ICT in teaching-learning, Internship, unit test, house test, completion of the curriculum through assignments, Class Tests, Tutorials etc.

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

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

9

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality

Two of the above

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	Nil
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	View File

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

Institution keeps track of the incremental improvements on academic and administrative functioning to promote quality.

1. As per the suggestions received by NAAC, the college puts its maximum efforts to appoint three assistant professors on the permanent basis. 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.

2. New building having six classrooms under RUSA (Govt.) was constructed to provide better infrastructure for quality teaching & learning process. BSNL Fibre connections for the internet are installed to promote e- governance for administrative and academic activities.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

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

- LED bulbs/ Tube lights for low consumption of electricity
- Power-efficient star-rated equipment which leads to lesser electricity
- Inverters
- Proposal submitted to RUSA to purchase solar panels/ alternative sources of energy to minimize the consumption of electricity.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

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

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

- Waste material, old charts, and models are given to the

students to reuse, renovate, and make them usable as teaching aids.

- Students are motivated to use paper or cloth bags, to carry their lunch boxes and maximum pupil teachers use public transport.
- Awareness programmes such as extension lectures, rallies, competitions, etc. are organized on Save Environment Save Earth, Save Water, Save Energy, Health & Hygiene, Tree Plantation, Clean & Healthy Environment.
- To reduce the consumption of electricity in the college, all the classrooms, labs, library, principal office, and administrative office are naturally ventilated.
- CFL and LED are used in the college building.
- For Waste collection, dustbins are provided in each corridor.
- The Waste is segregated by providing separate dustbins for Biodegradable and Non- Biodegradable waste.
- The single-sided used paper was reused for writing and printing by all faculty members.
- The institution has adopted bio-composting in compost pits for garden and kitchen waste.

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

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

Two of the above

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

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3.

One of the above

Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	
File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	View File
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded
<p>7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words</p> <p>The institution is committed to the maintenance of cleanliness, sanitation, green cover and providing a pollution-free healthy environment in the following manners:</p> <ul style="list-style-type: none"> • Tree plantation • Plastic free environment • Green and Lush green garden • Awareness programme to minimize the environmental pollution • Celebration of eco-friendly Diwali without crackers, Holi without water, etc. • Healthy drinking water with RO facility Clean and hygienic Washrooms • Clean surroundings to prevent infection and diseases for a healthy environment • Motivate the students and staff to use paper bags and avoid the use of plastic • Students are motivated to plant trees in nearby surrounding 	
File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded
7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian	All of the above

friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

0

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

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

The college puts forth efforts for leveraging the local environment by sensitizing the pupil teachers and puts its all efforts in 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 save

water,

- Students were motivated to participate in various competitions such as speech, debate, quiz, group discussion, brainstorming, poetic recitation, play, essay writing, PPT presentation etc.
- The institution organizes different activities that help in developing the value of harmony towards different cultural diversities and positive effect on the community directly.
- Celebration of Independence Day, Republic Day, and National Unity Day, world environment day, etc. to develop the values of responsibility towards the nation and society are inculcated among the students.

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

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

D. Any 1 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	No File Uploaded
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

1. Best Practice: Inculcation of Human and Spiritual values

Objectives:

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

Practice:

15 Students are divided into 10 Sadans/ tutorials and each Sadan has a mentor or teacher incharge. All the sadans of the college organizes the following activities:

- Morning assembly followed by Gayatri Mantra, Shantipath, prayer, thought of the day, news headlines and national anthem is the daily routine of the college.
- Havan Yajya: once in fifteen days is organized by every sadan
- Yoga activities are organized regularly to adopt a healthy and spiritual lifestyle

- Documentary and PPTs on life sketch of great personalities are shown.

1. Best Practice: Developing the Spirit of teamwork

Objectives:

- To enable every pupil teacher to work with full enthusiasm and demonstrate the skills of collaboration
- To develop teamwork competencies such as communication, interpersonal relationships, critical thinking etc.

Practice:

- The college has a number of subject associations such as the Literary Association, Science Association, Maths Association, S. Sciences Association, Commerce and Economics Association, Cultural Committee, and Eco-Club, etc.
- Each association organizes activities to provide a variety of educational experiences, and opportunities to learn managerial skills in the group.
- This system enables the student teachers to learn and to share the responsibilities, developing the spirit of cooperation, team spirit and bringing out individual talent and solving individual problems.

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

7.3 - Institutional Distinctiveness

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

The vision of the college is "To be one of the centers of excellence in Teacher Education Based on Indian Vedic culture and ethos coupled with modernity. To focus on Vedic Culture morning assembly is a regular feature. Vedic Indian values are given to instill human, moral, and spiritual values among pupil teachers. Gayatri Mantra, prayer, the thought of the day, and national anthem etc. are included in it. Participation in Yoga camps, havan competitions, bhajan competitions, awareness programs, and health camps is necessary for the students. Along with traditional methods of

teaching, our institution has emphasized adopting modern tools and technology, and innovations in the teaching-learning process. Teachers and students are made well-versed in the advancement of technology through workshops and seminars. The college exposes all students to such opportunities that engage them fully in all academic, extracurricular, and extension activities in order to assist the student's complete development.

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