



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

SOHAN LAL DAV COLLEGE OF
EDUCATION AMBALA CITY

- Name of the Head of the institution **DR VIVEK KOHLI**
- Designation **PRINCIPAL**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **01712444437**
- Mobile No: **9896565517**
- Registered e-mail ID (Principal) **sldaveducation@gmail.com**
- Alternate Email ID **sldavambalacity@gmail.com**
- Address **Sohan Lal DAV College of
Education, Near Arya Chowk**
- City/Town **Ambala City**
- State/UT **Haryana**
- Pin Code **134003**

2.Institutional status

- Teacher Education/ Special Education/Physical Education: **Teacher Education**
- Type of Institution **Co-education**

- Location **Urban**
- Financial Status **Grants-in aid**
- Name of the Affiliating University **Kurukshetra University**
- Name of the IQAC Co-ordinator/Director **DR NEELAM LUTHRA**
- Phone No. **9896257025**
- Alternate phone No.(IQAC) **01712540324**
- Mobile (IQAC) **9896257025**
- IQAC e-mail address **drneelamluthra@gmail.com**
- Alternate e-mail address (IQAC) **sldavambalacity@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) <http://sldaveducation.org/>

4.Whether Academic Calendar prepared during the year?**Yes**

- if yes, whether it is uploaded in the Institutional website Web link: <http://sldaveducation.org/>

5.Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|----------------|-----------|--------------|-----------------------|-------------------|-------------------|
| Cycle 1 | A+ | 92.75 | 2004 | 08/01/2004 | 07/01/2009 |
| Cycle 2 | A | 3.54 | 2014 | 21/02/2014 | 20/02/2019 |

6.Date of Establishment of IQAC**12/08/2004****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 | 00 |

8. Whether composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of IQAC [View File](#)

9. No. of IQAC meetings held during the year **1**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**
- (Please upload, minutes of meetings and action taken report) [View File](#)

10. Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

1. One week workshop in collaboration with Pidilite was organized by Fine Arts Deptt. Students learnt to make decorative items and many competitions were organized.
2. Use of ICT for modernization education was adopted as an efficient strategy to sustain quality in academic and co-curricular activities.
3. Best infrastructure was ensured to the students and faculty members and administrative staff.
4. Efficient and timely work processes were adopted to enhance students satisfaction.
5. IQAC suggested that academic research projects and programmes should be launched to enable quality research.

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 |
|--|--|
| Academic Excellence | Outstanding results |
| Focus on Teacher Quality Enhancement | Participation of students in various competitions and establishing benchmarks |
| Enhancing Physical Fitness | Annual Sports Meet in which 16 activities were organized |
| Nurturing aesthetic qualities through Home Science Club | Students won prizes in various competitions |

13. Whether the AQAR was placed before statutory body? **Yes**

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|--|--------------------|
| DAV College Managing Committee, New Delhi | 12/12/2021 |

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

| | |
|--|---|
| 1.Name of the Institution | SOHAN LAL DAV COLLEGE OF EDUCATION AMBALA CITY |
| • Name of the Head of the institution | DR VIVEK KOHLI |
| • Designation | PRINCIPAL |
| • Does the institution function from its own campus? | Yes |
| • Alternate phone No. | 01712444437 |
| • Mobile No: | 9896565517 |
| • Registered e-mail ID (Principal) | sldaveducation@gmail.com |
| • Alternate Email ID | sldavambalacity@gmail.com |
| • Address | Sohan Lal DAV College of Education, Near Arya Chowk |
| • City/Town | Ambala City |
| • State/UT | Haryana |
| • Pin Code | 134003 |
| 2.Institutional status | |
| • Teacher Education/ Special Education/Physical Education: | Teacher Education |
| • Type of Institution | Co-education |
| • Location | Urban |
| • Financial Status | Grants-in aid |

| | | | | | |
|---|---|----------------|-----------------------------|-------------------|-------------------|
| • Name of the Affiliating University | Kurukshetra University | | | | |
| • Name of the IQAC Co-ordinator/Director | DR NEELAM LUTHRA | | | | |
| • Phone No. | 9896257025 | | | | |
| • Alternate phone No.(IQAC) | 01712540324 | | | | |
| • Mobile (IQAC) | 9896257025 | | | | |
| • IQAC e-mail address | drneelamluthra@gmail.com | | | | |
| • Alternate e-mail address (IQAC) | sldavambalacity@gmail.com | | | | |
| 3.Website address | http://sldaveducation.org/ | | | | |
| • Web-link of the AQAR: (Previous Academic Year) | http://sldaveducation.org/ | | | | |
| 4.Whether Academic Calendar prepared during the year? | Yes | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | http://sldaveducation.org/ | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | A+ | 92.75 | 2004 | 08/01/2004 | 07/01/2009 |
| Cycle 2 | A | 3.54 | 2014 | 21/02/2014 | 20/02/2019 |
| 6.Date of Establishment of IQAC | | | 12/08/2004 | | |
| 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 | 00 | |
| 8.Whether composition of IQAC as per latest NAAC guidelines | | | Yes | | |
| • Upload latest notification of formation of IQAC | | | View File | | |

| | | |
|---|---------------------------|--|
| | | |
| 9.No. of IQAC meetings held during the year | 1 | |
| <ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | Yes | |
| <ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) | View File | |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No | |
| <ul style="list-style-type: none"> If yes, mention the amount | | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | | |
| 1. One week workshop in collaboration with Pidilite was organized by Fine Arts Deptt. Students learnt to make decorative items and many competitions were organized. | | |
| 2. Use of ICT for modernization education was adopted as an efficient strategy to sustain quality in academic and co-curricular activities. | | |
| 3. Best infrastructure was ensured to the students and faculty members and administrative staff. | | |
| 4. Efficient and timely work processes were adopted to enhance students satisfaction. | | |
| 5. IQAC suggested that academic research projects and programmes should be launched to enable quality research. | | |
| 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 |
| Academic Excellence | Outstanding results |
| Focus on Teacher Quality Enhancement | Participation of students in various competitions and establishing benchmarks |
| Enhancing Physical Fitness | Annual Sports Meet in which 16 activities were organized |
| Nurturing aesthetic qualities through Home Science Club | Students won prizes in various competitions |
| 13. Whether the AQAR was placed before statutory body? | Yes |
| <ul style="list-style-type: none"> Name of the statutory body | |
| Name of the statutory body | Date of meeting(s) |
| DAV College Managing Committee, New Delhi | 12/12/2021 |
| 14. Whether institutional data submitted to AISHE | |
| Year | Date of Submission |
| 2021-22 | 12/01/2023 |
| 15. Multidisciplinary / interdisciplinary | |
| <p>A wide range of techniques, materials and experiences are used by the faculty of the institution to enhance students learning, engage students interest and infuse multiple skills among students. These are as follows:</p> <p>Interdisciplinary/Multidisciplinary Approach:</p> <p>Interdisciplinary/Multidisciplinary Approach is followed in transacting the curriculum. The teaching of several subjects included in the curriculum like philosophy of education, psychology of teaching and learning, educational management etc. entail interdisciplinary approach.</p> <p>Members of the faculty have variety in their specializations which enables them to use inter-disciplinary/multidisciplinary</p> | |

approach in teaching. The cognate or allied combination in their specializations forms a distinctive mark of the faculty which is depicted in their teaching.

2. Promoting Self-learning Approach:

In order to promote self-learning, to develop study skills and thinking, the college has introduced the following innovative practices:

1. One period reserved for self-study in the library.
2. Presentation of reviews of selected books by the student-teachers.
3. The college is divided into six houses. Members of these houses meet once a week in the college and deliberate on topics related to self-development, self-study, self-education and processes of thinking.

3. Internship Approach to Practice Teaching:

After having gone through pedagogic analysis of method course, lesson planning, practice of teaching skills in micro-teaching and mega-teaching in simulation, student-teachers go for teaching in local schools for about 20 days.

4. School Experiences: (Field/First Hand Information):

During internship in teaching, student-teachers participate in school programs and make a brief study of one aspects of the school in which they have their teaching practice.

Student-teachers also participate in the programmes organized by the college related to schools (educational needs of schools etc.) from time to time.

5. Community Work:

The college has established links with the local community in order to appraise student-teachers with the local issues and problems. The college has taken the following steps in this regard:

Interaction with community and schools to study their emerging needs.

Inviting social activists to the college and arranging interactions with faculty & students.

Besides these, the college is using innovative approaches like:

Discovery method, Problem solving method (through science park and science discovery lab, other method labs) are used.

Faculty also uses information processing models, Project method, Discussion, Brain storming exercises.

Field trips etc for transacting the curriculum in an effective manner.

16.Academic bank of credits (ABC):

We are following the Annual examination system in B.Ed. and Semester System in M.Ed. of Kurukshetra University, Kurukshetra.

17.Skill development:

Besides, developing core competencies in prospective teachers through curricular activities and skill in teaching, the pupil-teachers are given training for:

1. Developing skills for information processing, life-long learning through library consultation and inculcating reading habits.
2. Pedagogical Analysis including content analysis, structuring instructional objectives of each content element.
3. Technique of simulation to practice important skills of communication and enabling them to practice teaching focusing on a single teaching skill.
4. Creative and critical thinking through book reviews, creative writing competition and classroom discussions.
5. Undertaking action research at B.Ed. and M.Ed. level.
6. Cultivating humane and spiritual values through value education, morning assemble, haven yajna, yogic practices.
7. Developing multimedia presentation and using them in the

classroom according to the growing needs of the school children.

8. Developing scientific temper through visits to Kurukshetra Panorama & Science Centre, Mathematics Laboratory, NCERT, New Delhi and holding interactive sessions on Sciences and Mathematics.

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

The entire curriculum planning and transaction program is organized in such a way that it results in integration of Indian Knowledge system as a result of deliberations of the teacher and the students. The students are encouraged to develop their thinking skills by reflecting on various issues and concerns on education. Critical thinking and analytical processes of the students are developed and utilized for decision making. Important decisions on delivery of content and planning are taken with the help of the students. All theoretical concepts on teacher education are practised in the classroom situations.

The facilities provided in our labs especially Science Discovery Centre, Computer Lab, Science Park, Maths Lab, Social Studies Lab, Psychology Lab, Language Lab, Fine Arts Lab etc. help the students to get first hand experience so that teaching becomes a reflective process.

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

Outcome based education system is used to analyse assess and map the lesson learned by students based on the questions attempted to attain program outcomes course outcomes and program education objectives. National and International curricular modules are referred for curriculum update to make it more outcome based. Need assessment is done on the basis of experience and survey of the social needs.

20.Distance education/online education:

Through out the lockdown covid-19 period online education program was followed. As it had become officially mandatory to stay at home and teach and the program came out to be very successful. All the teachers teaching various classes developed their lesson plans assisted by videos and materials available on the internet to teach their students from home. Discussions and viva-vice exams were also organized online successfully. Annual examination was also held online and the results were very good. Google Meet and Zoom meeting and other platforms for holding staff meetings

were organized. Variuos competitions like painting, dance, poem recitation, self composed poem presentation, pot painting etc were organized and our students bagged a number of prizes. online classes on the Bhagwadgita and Meditation were held by Dr. Neelam Luthra, Associate Professor.

Extended Profile

2.Student

| | |
|--|-----|
| 2.1 | 482 |
| Number of students on roll during the year | |

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

| | |
|--|-----|
| 2.2 | 500 |
| Number of seats sanctioned during the year | |

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

| | |
|--|-----|
| 2.3 | 50% |
| Number of seats earmarked for reserved categories as per GOI/State Government during the year: | |

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

| | |
|---|-----|
| 2.4 | 232 |
| Number of outgoing / final year students during the year: | |

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

| | |
|---|-----|
| 2.5 | 225 |
| Number of graduating students during the year | |

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

| 2.6 | 482 |
|---|---------------------------|
| Number of students enrolled during the year | |
| File Description | Documents |
| Data Template | View File |
| 4.Institution | |
| 4.1 | 3238278 |
| Total expenditure, excluding salary, during the year (INR in Lakhs): | |
| 4.2 | 30 |
| Total number of computers on campus for academic purposes | |
| 5.Teacher | |
| 5.1 | 14 |
| Number of full-time teachers during the year: | |
| File Description | Documents |
| Data Template | View File |
| Data Template | No File Uploaded |
| 5.2 | 18 |
| Number of sanctioned posts for the year: | |
| Part B | |
| CURRICULAR ASPECTS | |
| 1.1 - Curriculum Planning | |
| 1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words | |
| Our college is affiliated with Kurukshetra University Kurukshetra and we follow curriculum framed by Kurukshetra University Kurukshetra. Our B.Ed. and M.Ed. programmes extend adequate flexibility and scope in the operational curriculum which is | |

indispensable for preparing a teacher for the future. Students are involved in planning for the co-curricular activities to be conducted during the year. overall curriculum is planned and revised by the kurukshetra university kurukshetra. Our teachers are involved in the meetings of curriculum revision and curriculum review. Though the completion of programme has a fixed time schedule determine by the university, yet, in implementation of the same there is an inbuilt flexibility for the students and the teachers. Our courses are horizontally flexible as a variety of options are offered to students in which they can specialize as per their interest. Our students are given a well organized orientation to the schools situated in the community during B.Ed. 1st year for one month in their school internship programme. Various new activities are evolved for them to meet the needs of the students and the society.

| 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 | No File Uploaded |
| Plan developed for the academic year | No File Uploaded |
| 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 | No File Uploaded |
| A copy of the programme of action for in- house curriculum planned and adopted during the academic year | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

A. All of the Above

| File Description | Documents |
|--|---|
| Data as per Data Template | View File |
| URL to the page on website where the PLOs and CLOs are listed | http://sldaveducation.org/ |
| 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**

15

| 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

00

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

00

| 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

00

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

00

| 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

Three 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 | No File Uploaded |
| 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

00

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

00

| 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 admission of the student is carried out on the basis of merit/achievement marks obtained by them at the graduate or post graduate level. We also take initiative to get B.,Ed. and M.Ed,. curricular programmes updated and revised periodically in collaboration with bodies like KUK and NCTE. The entire content of the programme creates a fundamental understanding of the main issues of teacher education. Various teaching skills required at school level are organized to inculcate teaching skills like communication skills, english speaking skills. dskill of introduction, questioning skills, writing skills, presentation skills etc. in the area/subject chosen by each student. Skill of understanding to extrapolate fromn the subject learnt is also taught to the students. Variuos programmes are organized to enhance emotional intelligence, critical thinking, self development, communication skills and collaboration with others are given ample space in the entire B,Ed, curriculum transaction.

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

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. Development of 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 functions and the changes brought in their functioning are made clear to the students by conducting various discussions. Comparative education is taught at M.Ed. level and the students are apprised with the differences between education system of various countries. Assessment system of various national and state boards are 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 | No File Uploaded |
| Documentary evidence in support of the claim | No File Uploaded |
| 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

Students are required to complete their SIP for one month in the school in B.Ed. 1st year and for sixteen weeks in B.Ed. 2nd year. A wide range of curricular experiences are provided to them during their practice teaching. They are also exposed to observing lessons of their periods, school teachers, teaching various subjects and they are made aware of the inter connectedness of teaching concepts of various school subjects. They are also given an opportunity of organize various co-curricular activities in the school and they improve their organizational skills.

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

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

One of the above

| File Description | Documents |
|--|---------------------------|
| Sample filled-in feedback forms of the stake holders | View File |
| Any other relevant information | No File Uploaded |

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

| File Description | Documents |
|---|------------------|
| Stakeholder feedback analysis report with seal and signature of the Principal | No File Uploaded |
| Action taken report of the institution with seal and signature of the Principal | No File Uploaded |
| 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 | |
| 482 | |
| 2.1.1.1 - Number of students enrolled during the year | |
| 482 | |
| File Description | Documents |
| Data as per Data Template | View File |
| Document relating to sanction of intake from university | No File Uploaded |
| Approval letter of NCTE for intake of all programs | No File Uploaded |
| Approved admission list year-wise/ program-wise | No File Uploaded |
| 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 | |
| 98 | |
| 2.1.2.1 - Number of students enrolled from the reserved categories during the year | |
| 98 | |

| 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) | No File Uploaded |
| Final admission list published by the HEI | No File Uploaded |
| Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

23

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

23

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Certificate of EWS and Divyangjan | No File Uploaded |
| List of students enrolled from EWS and Divyangjan | 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.

In the begining of every session interactive classes are held in which the teacher educators interact with the newly admitted students and the SWOT analysis is done by each student on the basis of which assessment about their learning needs is done. An

exhaustive discussion on "what is my objective of doing B.Ed. or why do i want to become a teacher?" etc is done and the academic support is provided to the students in accordance with their responses.

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

Two/One of the above

| File Description | Documents |
|---|------------------|
| Data as per Data Template | No File Uploaded |
| Relevant documents highlighting the activities to address the student diversities | No File Uploaded |
| 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 | No File Uploaded |
| 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

30 : 01

2.2.4.1 - Number of mentors in the Institution

08

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

2.3 - Teaching- Learning Process

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

The college has comprehensive teacher training programmes (curricular and co-curricular) which helps to promote different types of skills among the student teachers. The programmes that focus on development of specific skills are stated below:

- Personality Development Programme and Career Development Programmes are organized to develop communication skills, work culture and profession oriented skills under the aegis of communicative and responsive education (CARE) in the college.
- For enhancing the capacity of the students to learn - assignments, projects, discussions, participatory teaching and peer teaching techniques are used.
- Training in communication skills is given at language laboratory.
- Workshops on preparation of resume, mock interviews etc. are organized by Training, Placement & Counselling Centre (TPCC) of the college.
- Lecture on Vedic Mathematics is organized.
- Training in problem solving approach and discovery approach through Science Park and Science Discovery Lab of the college.
- Orientation in ICT for B.Ed. and M.Ed. students.
- Preparation/publication of reports on seminars & conferences.
- Holding programmes like SIP, Talent Search Competition.
- Organizing Seminars on synopsis of M.Ed. dissertations.
- Organizing cultural activities and community services by the student teachers.
- Organizing intra-college, inter-college competitions on different items like rangoli, preparation of teaching aids, painting competition, mehendi competition etc.

| File Description | Documents |
|--|------------------|
| Course wise details of modes of teaching learning adopted during the academic year in each programme | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

16

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

475

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

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

Three of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations | No File Uploaded |
| Geo-tagged photographs wherever applicable | No File Uploaded |
| Link of resources used | Nil |
| Any other relevant information | No File Uploaded |

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

We have a very well defined mentor mentee system to help, guide and develop professional attributes among students. All the mentors divide the students into variuos teams to work on different assignments according to their aptitude and interest. The mentors attend to the diverse learning needs of the students. Special emphasis placed on remedial teaching. This is done formally and informally through personal guidance. The mentors help the students in their unit test to improve their performance, engage them in creative and thinking writing. They also help them in tapping e-learning resources. Special attention is given to motivate them. Special enrichment programmes are provided to the high achievers. The remedial and enrichment instructions are given to the students with different needs to develop their talent, potentiallities at optimum level and build confidence level to perform best in their life.

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

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

Four of the above

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

The teaching learning process nurtures and develop knowledge, creativity and innovativeness. On various occassions Gayatri Mantra, Saraswati Vandana, Prayer, Thought of the day, National Anthem, Bhajans, Devotional Songs, Patriotic Songs etc. are sung to develop life skills. Views of prominent/eminant personalities on value education or many national concerns are a part of the programme. The following other programmes also lead to the nurturing of value system among the students:

- Learning to learn
- Organizing various social and cultural programmes
- celebrating days of national, international and social importance such as Republic Day, Independance Day, International Women Day, Lohri, Diwali, Holi, AIDSAwareness Day, Science Day etc.
- Daily display of thoughts of eminent thinkers and educationist on display boards
- While organizing any function, the student-teachers are assigned to organize various activities under the supervision of the concerned tutor.
- While organizing various competitions, student-teachers are assigned different responsibilites.
- In maintaining the greenery at the campus, student-teachers are motivated to plant trees and flowering plants as well as to protect them.
- The student-teachers are given orientation in different types of disabilities-their identification, causes and prevention. The student teachers are also given lessons on how to help disabled children in the classroom and at home.

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

2.4 - Competency and Skill Development

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

Five/Six of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence in support of the selected response/s | No File Uploaded |
| Reports of activities with video graphic support wherever possibl | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

Ten/All of the above

| Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement | |
|--|---------------------------|
| File Description | Documents |
| Data as per Data Template | View File |
| Reports and photographs / videos of the activities | No File Uploaded |
| Attendance sheets of the workshops / activities with seal and signature of the Principal | No File Uploaded |
| Documentary evidence in support of each selected activity | No File Uploaded |
| Any other relevant information | No File Uploaded |
| 2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback | Two of the above |
| File Description | Documents |
| Data as per Data Template | View File |
| Details of the activities carried out during the academic year in respect of each response indicated | No File Uploaded |
| Any other relevant information | No File Uploaded |
| 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 | Three of the above |

**activities Performance tests Oral assessment
Rating Scales**

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

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

All of the above

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Documentary evidence in support of each response selected | No File Uploaded |
| Sample evidence showing the tasks carried out for each of the selected response | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

All of the above

| in preparatory arrangements | |
|---|---------------------------|
| Executing/conducting the event | |
| File Description | Documents |
| Data as per Data Template | View File |
| Documentary evidence showing the activities carried out for each of the selected response | No File Uploaded |
| Report of the events organized | No File Uploaded |
| 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 | |
| File Description | Documents |
| Data as per Data Template | No File Uploaded |
| Samples of assessed assignments for theory courses of different programmes | No File Uploaded |
| 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 | |
| Content of method course and its transaction in terms of maximum of teaching, methods of teaching, practical work etc. are discussed in the class. | |
| Special sessions are arranged for the preparation of lesson plan and related requirements. Different aspects/steps in lesson planning like objectives in general and behavioural terms. breaking of content into teaching points/steps, use of teaching aids and methods/approaches are discussed. | |

student-teachers are oriented to micro-teaching and its related aspects like teaching skills, simulation, modeling and feedback. After having discussion on five core teaching skills viz. Questioning, Explaining, Illustration with Examples, Stimulus Variation, Chalk Board Writing, demonstration on each teaching skill is presented by the teacher educators. It is followed by individual practice by student teachers under simulated situations. Mega lessons in each method course are delivered by each student-teacher in simulated situations.

demonstration lessons are arranged in each method course at the college campus. Demonstrations are presented by teacher educators and observed by the student teachers. At the end of each demonstration lesson, the strengths and weaknesses of the lesson are discussed.

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

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

2.4.9.1 - Number of final year students during the academic year

232

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

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

Five/Six of the above

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

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

The practice teaching plans are developed in partnership, cooperatively evolving the school staff and mentor teachers.

During micro teaching and mega teaching session under simulated condition, the teaching practice plans are developed and evaluated cooperatively involving M.Ed. students and teacher educator whereas real teachings are planned after interacting with the Principal of the school, head of the deptt. and subject teachers keeping in view the need of the school so that the student teachers and school students are groomed properly.

Our teacher educators/ mentors prepare the student teachers for managing the diverse learning needs of the students in schools by involving them to participate in all the activities of the school and acquire related knowledge and skill for performing special responsibilities like organizing co-curricular activities, sports, celebration of national and international days, birth anniversaries of great personalities etc.

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

2.4.12 - Performance of students during

Three of the above

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)

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

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

Five of the above

| File Description | Documents |
|--|------------------|
| Format for criteria and weightages for interns' performance appraisal used | No File Uploaded |
| Five filled in formats for each of the aspects claimed | No File Uploaded |
| 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

14

| File Description | Documents |
|--|------------------|
| Data as per Data Template | No File Uploaded |
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | No File Uploaded |
| 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

09

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

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

07

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

30

| File Description | Documents |
|--|------------------|
| Copy of the appointment letters of the fulltime teachers | No File Uploaded |
| 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

Our teachers definitely put forth efforts to keep themselves professionally updated. Discussions are held from time to time on

various topics of educational significance. Since the session had undergone Covid-19 scenario and the teachers had experienced online teaching, a number of discussions were held formally and informally on the challenges and advantages of use of information technology in the classrooms. A number of discussions were held on the effects of Covid-19 in the world scenario. Our students also took part in discussions on how to protect oneself from covid-19 and the effects of vaccination.

Also the discussions took place on NEP 2020 as soon as the document was published. Principal Dr. Vivek Kohli shared the copy of the document with the staff.

| File Description | Documents |
|---|------------------|
| Documentary evidence to support the claim | No File Uploaded |
| 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 CIE of student learning is a regular feature of the institution. The teachers teach a unit or a topic and each topic is tested by asking questions in the class by written class tests and full fledged in House Examination system. The achievement of the students is tested regularly. Viva voce exams are also held every year in each course. A prior intimation is given to the students so they can prepare well.

| File Description | Documents |
|--|------------------|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

Two of the above

performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

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

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

No grievance was ever received related to examination.

| File Description | Documents |
|---|------------------|
| Academic calendar of the Institution with seal and signature of the Principal | No File Uploaded |
| 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.

In the beginning of the session, the total content of each paper is divided into three terms:

- September to November
- December to February
- March to May

In each term, certain numbers of events are covered. Each teacher conducts a unit test/assignment in her/his class in order to facilitate learning and to get feedback from the students.

In the end of second session, house examination are conducted in which 70-90% of syllabus of each subject is covered.

Students are also assessed through regular session tests, projects and seminars.

University has introduced unit based curriculum at M.Ed. level. The candidates are required to answer from each unit, The evaluation is done through annual examination conducted by the university. The college has rigorous practice of holding regular tests including ternimal tests, model practical examination etc. to ensure continuous preparation for examination on the part of the students.

There is an internal assessment component of 20 marks prescribed by the university. The evaluation of internal marks is done by the committees of examiners constituted by the college.

The major objective of internal evaluation is to facilitate the teacher educator and students to improve teaching-learning process by improving the performance of the students.

The machenism for adhering to internal evaluation system is intimated to the students well in advance through office notices.

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

2.7 - Student Performance and Learning Outcomes

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

Performance and Learning outcomes are unique objectives for students to be achieved in their course. Learning outcomes focus on long term achievement such as professional development. Performnace outcome focus on short term activities that prove your skill or competency.

Learning outcome helps you to achieve your aspiration while performance outcome will help you to contribute to the success of your team as a whole.

Learning outcome is for the personal use and a performance outcome is often set by others/ authorities for you to follow.

The students are clearly informed of what they are expected to know and be able to do, i.e. what knowledge they would be required to possess when they leave the college.

Program and course outcomes for all programmes offered by the institution are stated and displayed on the website of the college and Learning outcomes of each course are designed set by the university and all the activities are planned by the teachers in line with the CLO in the beginning of the session. All the unit tests, viva voce exams are designed keeping in view the performance outcomes set by the teacher. The syllabus of B.Ed. 2nd year course is uploaded on the website of the college and the teachers and students are instructed to have an access to the syllabus as and when desired.

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

2.7.2 - Pass percentage of Students during the year

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

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

In line with the PLOs and CLOs in order to promote self learning, develop reading and thinking skills the college has introduced the following innovative practices:

1. Internship Approach to practice teaching
2. First hand learning through school experience
3. Interaction with community and schools to study the emerging needs of the society

4. Inviting social activists to the college and arranging interaction faculty and students (Rotary Club, Arya Samaj and Red Cross Society)
5. Organizing programmes of the art of living
6. The curricular programme of the college has various aspects on value based education
7. ICT is the key area that draws our maximum attention
8. Teacher Educators used technology for delivery of content in the B.Ed. and M.Ed,. course
9. Critical thinking and analytical processes of the students developed and utilized in decision making
10. the total curriculum planning and transaction programme is organize in such a way that it is the outcome of the deliberations of the teacher and the students.

| 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

232

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

| Nil | |
|--|------------------|
| File Description | Documents |
| Documentary evidence in respect to claim | No File Uploaded |
| Any other relevant information | No File Uploaded |

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Offline Student Satisfaction survey was conducted. The results of the survey are uploaded on the website of the college. (www.sldaveducation.org)

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 institution to teachers for research purposes

One of the above

| <p>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</p> | | | | | | | | | | | | | | | |
|--|-------------------------|-----------|---------------------------|------------------|--|------------------|---|------------------|--|------------------|---|------------------|--------------------------------|------------------|--|
| <table border="1"> <thead> <tr> <th data-bbox="86 510 539 577">File Description</th> <th data-bbox="539 510 1437 577">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 577 539 645">Data as per Data Template</td> <td data-bbox="539 577 1437 645">No File Uploaded</td> </tr> <tr> <td data-bbox="86 645 539 745">Institutional Policy document detailing scheme of incentives</td> <td data-bbox="539 645 1437 745">No File Uploaded</td> </tr> <tr> <td data-bbox="86 745 539 846">Sanction letters of award of incentives</td> <td data-bbox="539 745 1437 846">No File Uploaded</td> </tr> <tr> <td data-bbox="86 846 539 1025">Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal</td> <td data-bbox="539 846 1437 1025">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1025 539 1126">Documentary evidence for each of the claims</td> <td data-bbox="539 1025 1437 1126">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1126 539 1193">Any other relevant information</td> <td data-bbox="539 1126 1437 1193">No File Uploaded</td> </tr> </tbody> </table> | 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 | |
| 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 | | | | | | | | | | | | | | |
| <p>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</p> | <p>One of the above</p> | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | |

| 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

00

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

00

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

20

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

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

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

110

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

20

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

20

| 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.

A project is in progress on promotion of growing medicinal plants in the vicinity of the college in collaboration with Rotary Club Ambala.

Tulsi plants are distributed to the various organizations and a follow up is also carried out.

Moreover, AIDS awareness programmes are undertaken by organizing lectures by doctors/experts on AIDS awareness so that the prospective teachers can spread this awareness among the students and teachers in the schools as the problem of HIV/AIDS is a

challenge not only for the country but for the world as a whole. Red Ribbon Club is actively working in the college.

Legal Literacy is also assuming an important place in the educational programmes of the college. We have a Legal Literacy Cell in the college coordinated by a faculty member with students and staff as members of the cell. Various activities like declamation contest, poetic recitation, slogan writing, on the spot painting competition etc. are organized from time to time on issues like women harassment at work place & at home, domestic violence, fundamental duties, right to information etc.

A list of the programmes which are frequently organized in this area is as under:

- Moral Education Examination
- Vedic Quiz Competition
- Rishi Bodh Utsav
- Road Safety Awareness
- Tree Plantation
- Havan Yajna Competition

| File Description | Documents |
|--|------------------|
| Relevant documentary evidence for the claim | No File Uploaded |
| 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

0

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

3.4 - Collaboration and Linkages

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

00

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

00

| 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

00

| 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

One/Two of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Report of each activities with seal and signature of the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

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 very well ventilated classrooms for teaching and learning for B.Ed. 1st year, 2nd year and M.Ed. course separately. It has an Administrative Block for having Principal Office and Clerk Office. It has a Conference Hall, a large Auditorium to conduct variuos curricular and co-curricular activities. We have a Language Lab for teaching, communicational skills, Yoga and Meditation room for Yogic exercises, a separate music room, science labs, social science lab, maths lab, women study centre etc. We use Gym as the fitness centre. Also large sports fields are available for the students to play as requirement and specifications of NCTE, KUK & DGHE.

Trees and flowering plants are planted and maintained though out the year.

| File Description | Documents |
|---|------------------|
| List of physical facilities available for teaching learning | No File Uploaded |
| Geo-tagged photographs | No File Uploaded |
| 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

13

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Geo-tagged photographs | No File Uploaded |
| Link to relevant page on the Institutional website | Nil |
| Any other relevant information | No File Uploaded |

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

32,38,278 (Rupees Thirty Two Lakh Thirty Eight Thousand Two Hundred Seventy Eight only)

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

4.2 - Library as a Learning Resource

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

The college is proud of its rich, well-equipped, computerized library and information centre with all modern facilities; it is the first of kind in the entire Northern India. Both the staff and the students can now get the required information at the press of button and click of the mouse. It provides stimulus to reading by procuring and displaying materials for study and research, by providing more facilities and organizing library resources in a scientific way. Modern students want to know more and more information in the shortest possible time. A good library should feed the intellect of the students and serve the teaching and research needs of the faculty in the shortest possible time.

The college is marching ahead in serving the cause of teacher education and library has assumed great height under the dynamic leadership of Principal and able and energetic Librarian and the

staff. With a seating capacity of 125 readers, it has a circulation counter, Newspaper section, separate reading section for B.Ed. and M.Ed. students and faculty members. it has about 27000 books on education, and other subject of knowledge and 500 bound volumes of journals. It subscribes to 70 journals, 8 newspapers.

| File Description | Documents |
|--|------------------|
| Bill for augmentation of library signed by the Principal | No File Uploaded |
| Web-link to library facilities, if available | Nil |
| 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

Nil

| 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

| 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)**11008**

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant | No File Uploaded |
| Any other relevant information | No File Uploaded |

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****42**

| 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 | No File Uploaded |
| 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

One of the above

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

| File Description | Documents |
|--------------------------------|------------------|
| Data as per Data Template | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

Wifi Facilities are installed in the college. All the computers and laptops are connected with wifi. The teachers have wifi facility in their rooms/cubicals. The old broadband system was got replaced by 100 mbps.

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

4.3.2 - Student – Computer ratio during the academic year

20:01

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

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

D. 50 MBPS - 250MBPS

| File Description | Documents |
|--|------------------|
| Receipt for connection indicating bandwidth | No File Uploaded |
| Bill for any one month during 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 (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 | No File Uploaded |

4.4 - Maintenance of Campus and Infrastructure

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

32,38,278 (Rupees Thirty Two Lakh Thirty Eight Thousand Two Hundred Seventy Eight only)

| 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 | No File Uploaded |
| 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 college is within a campus of 5 acres, which is very meticulously maintained. This is one of the pollution free places, though in the heart of the city with lush green lawns and trees with nature as its bounty. Moreover, the college campus is well connected with transport network.

There are sufficient funds invested to meet the expenses for developing the infrastructure. The college has adequate number of classrooms, laboratories and well stocked library to run educational programmes efficiently. The library has three sections - one for the B.Ed. students, the second for the M.Ed. scholars and the third for the Teacher educators. The library is fully automated and internet facility is available for students and teachers.

The college has a well resourced Computer centre. There is an auditorium and a conference Hall with multimedia facility. All the state and national level seminars/conferences are organized with all techno-pedagogical inputs available on computers. There is sufficient space to hold different activities like exhibitions from time to time.

| File Description | Documents |
|--|---|
| Appropriate link(s) on the institutional website | http://sldaveducation.org/learning-resources/ |
| Any other relevant information | No File Uploaded |

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 | One/Two of the above |
| File Description | Documents |
| Data as per Data Template | No File Uploaded |
| 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 | No File Uploaded |
| Any other relevant information | No File Uploaded |
| 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 | D. Any 1 of the above |

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

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template for the applicable options | View File |
| Institutional guidelines for students' grievance redressal | No File Uploaded |
| Composition of the student grievance redressal committee including sexual harassment and ragging | No File Uploaded |
| 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 | View File |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | No File Uploaded |
| Report of the Placement Cell | 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 |
| 22 | 225 |

| File Description | Documents |
|---|------------------|
| Data as per Data Template | No File Uploaded |
| 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).**

35

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

4

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

Student Council is active in the college every year and the students are elected/selected for various posts of the council. The Students play a proactive role in the functioning of the college. Major decisions are taken in collaboration with the student council. The students are selected to act as students coordinator of various programmes such as Talent Show, Havan Yajna competition, Legal Literacy Cell etc.

| 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 | No File Uploaded |
| 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

09

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

Alumni Association of the college fosters the relationship between alumni and the almatmatter. The alumni are invited to the college and various discussions are held on how to further the cause of teacher education through its members. Annual meetings and other programmes like conference, seminars, symposia are organized under the aegis of the association.

| 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

01

| 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 institution provides direct and indirect experiences to students by providing learning facilities and various campus activities to share the experience with their seniors in the form of Alumni Meet. Thus the college has Alumni Association with the following objectives:

1. To enhance and foster the spirit of brotherhood among the members.
2. To make Alumnis supportive for strengthening and maintaining the institution
3. To arrange educational, social, cultural and sports function
4. To publish journals, bulletins and papers
5. To help brilliant and needy students of the college
6. To mobilize funds for the projects and schemes in the

college

7. To conduct seminars/workshops on current issues of education in general and teacher education in particular
8. To arrange lectures of educationists of repute
9. To coordinate different bodies, NGOs with similar objectives
10. To encourage and recognize excellence among members
11. To act as a light house for generations to come
12. To recognize the achievements of the Alumni

| 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.

Our Vision - To be an institute of Excellence in Teacher Education based on ancient Vedic culture and wisdom coupled with modernity.

Our Mission -

- Imparting and creating new knowledge
- Building core competences in prospective teachers
- Developing skills for information processing and life long learning
- Fostering creative and critical thinking
- Initiating and experimenting innovations in teacher education
- Undertaking action research at grass root level
- Keeping pace with information and communication technology
- Cultivating human and spiritual values

Goal: To prepare teachers who are:

- Enlightened and effective
- Professionally sound
- Humane and caring
- Spiritually oriented

Purpose:

- To prepare effective teachers for the growth of the nation
- To develop competency and skills among teachers to meet the social and economic need of the Society/State/Nation/Team spirit etc.
- To develop leadership qualities among the pupil teachers
- To strengthen their ability to think critically and creatively

Values:

- Contribute in national development
- Quest for excellence
- Develop inner qualities like honesty, good character, punctuality, co-operation and truthfulness
- Develop self esteem, self discipline etc.

Institutional Purpose, Vision, Mission and Values are made known to the various stake holders through different modes:

- By displaying at important places in the college, in all the labs, corridors, outside the conference hall etc.
- By displaying during the functions of the college
- By displaying on website of the college
- By publishing it in various documents, monographs, pamphlets etc.

| File Description | Documents |
|---|------------------|
| Vision and Mission statements of the institution | No File Uploaded |
| List of teachers, students and non-teaching staff on decision making bodies of the institution 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 |

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

All the members are committed to disseminate quality education which is evident from the variety of modes of transaction of teaching, learning process. They are acting as guiding pillars of the college and show the path of development.

Academic leadership is provided by the Principal of the college who has an administrative experience besides being an renowned educationist. He gives advice, direction, support and encourages the faculty for their enrichment.

The distinctive characteristic of the management is that Principal is empowered by the Managing committee to take decisions for the overall development of the college. Various issues are taken up in the meetings of staff council and decisions are taken unanimously.

There is independent functioning of sub committees in order to accomplish the desired tasks.

Besides this, academic freedom is the hall mark of this college. Members of faculty are free to suggest and to work out new ideas and innovations. Student-teachers also have the liberty to organize innovative and functional educational activity which helps to develop excellence in their professional life.

| File Description | Documents |
|--|------------------|
| Relevant documents to indicate decentralization and participative management | No File Uploaded |
| Any other relevant information | No File Uploaded |

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.

Transparency is maintained in finances and purchases. Purchase Committee are formed in advance to look after the work going on in the college. We have Building committee to look after construction and maintenance of the infrastructure. Purchase committees are formed from time to time. Bursar of the college keeps an eye over all the activities of various purchase committees incharges of each activity act as head of purchases related to his/her department. In academics are have examination committee, discipline committee, library committee, cultural committee etc. Transparency is maintained at all levels. We also have Staff Selection Committee.

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

6.2 - Strategy Development and Deployment

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

The college understands the needs of differently able students. Therefore, special attention and considerations are made for physically challenged and differently abled students enrolled in the institution. They are as under:

- Parental counselling as and when required
- Regular training and orientaton of teacher educators for dealing these students
- Providing remedial teaching as per their needs
- While framing time table and allotting different rooms, differently abled students are allotted rooms on ground floor.
- Encouraging them to participate in curricular and co-curricular activities with the normal students.

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

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

Various institutional bodies are effectively and efficiently functioning in the college. The governing body of the college looks after all the service rules, procedures etc. for the appointment of regular teaching and non teaching staff. All matters related to the promotions of staff are discussed in the

governing body meeting. Besides we have some review committee meetings also. For bringing improvement in curricular programmes and cultural events review committee meetings give their remarks and necessary improvements are brought accordingly. For example the competition in skill in teaching was held at north level india every year and it had been a great success so the review committee suggested that an attempt be made to make it a national level activity and it should be planned well in advance and be organize more fervour and zeal. In the area of evalation and examination library, financial matters, construction, maintenance & repair, various institutional bodies give their suggestions for improvement.

| File Description | Documents |
|---|------------------|
| Link to organogram on the institutional website | Nil |
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

Five/Six of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Screen shots of user interfaces of each module | No File Uploaded |
| 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.

It was decided in one of the review meetings that in the Inter-

college Skill in teaching competition, there should be four judges instead of three. It was also remarked in one of the review meetings that skill in teaching competition should not be organized in the rooms on the ground floor in order to avoid disturbance. In prepared teaching aids competitions, there should be three categories viz. languages, sciences and social sciences instead of arts and science category.

In the area of evaluation and examination, suitable measures have been adopted to keep quality check. There is an examination committee which is responsible for organizing house tests, unit tests, tabulating internal assessment etc. for maintaining quality in evaluation system.

There is regular internal check on the functioning of the college library. The purchase of books, distribution of books fixing the amount of fine on defaulters etc. is decided by a library committee with Librarian as member secretary.

Every year in the month of December, the Financial budget of the college is prepared by a committee consisting of members from teaching and non teaching staff. Bursar and the Accountant. The estimated budget is got approved by the Governing body of the college and also from Management.

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

6.3 - Faculty Empowerment Strategies

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

The staff members are paid as per govt. norms. they are placed in the next higher grade/scale whenever it is due. Each regular faculty enjoys contributory provident fund facility as per govt. norms. Staff members who are appointed after 1.1.2006 are under New pension Scheme. They are provided TA/DA and entry fee etc. for participating in seminars/workshops, official meetings,

conference, external work related to teaching, examination or research. They can take loan from PF. Duty leave is granted to the staff going out for any academic work, research work, extension services or for attending meetings, conference etc. Leave is also granted to the staff members going for Refresher Courses, Orientation Courses and higher studies. Jobs on compassionate ground have been provided to son of mali, the wife of a safai karamchari and wife of chowkidar who died in harness. Job is given to the widow of class IV employee who died in a road accident. However the widow is paid a Rs. 50000/- as group insurance and Rs. 50796/- as gratuity Rs. 34375/- as PF besides monthly pension. And the occasion of Diwali free liveries and sweets are disbursed to all the class IV employees. during emergency like illness or Casualty free transport facility is provided to the staff member.

| File Description | Documents |
|--|------------------|
| List of welfare measures provided by the institution with seal and signature of the Principal | No File Uploaded |
| 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.

5

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

01

| 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.

There is a very clear and transparent performance appraisal system in the institution. Each member of the teaching and non teaching is assigned duties every year. The performance is assessed from time to time. The principal discusses/called data from various stake holders of the college students, parents and colleagues. Appraisal reports are sent to DAV College Managing Committee, New Delhi and is received back after being duly signed.

| File Description | Documents |
|--|------------------|
| Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal | No File Uploaded |
| 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

The accounts are audited regularly. There is both internal and external audit procedure and information. The DAV College Managing committee has given full freedom and autonomy to the Principal in the day to day working and made him responsible and accountable for each and every penny spent. The efficiency of office staff is regularly monitored by the Principal, various inspection teams and audit parties. The names of various parties are mentioned as:

1. Audit parties deputed by Director Higher Education Haryana

to audit maintenance grant and scholarship grant.

2. Audit by Chartered Accountant appointed by DAV College Managing Committee, New Delhi.
3. Internal Audit of account by auditors appointed by DAV College Managing committee, New Delhi.
4. Reconciliation of accounts by DAV College Managing Committee, New Delhi.

Besides, dealing clerk, Bursar and Principal regularly and thoroughly check accounts and cash books. As a result of the regular monitoring of accounts, books of accounts are properly maintained and got audited regularly every year. Audit of all the accounts have been completed upto 31st March 2022.

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

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

0

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

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

Since the college is aided by Haryana Govt. for the salary of teaching and non teaching staff. Other expenditure are met through funds raised by fees. National seminars are held with the help of sponsorship by the UGC. Directorate General of Higher Education also grants funds for faculty development programmes, workshops and conferences. Due to Covid-19 no such programme was held during the year. The college is under direct control of DAV College Managing committee New Delhi which is financially quite sound.

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

6.5 - Internal Quality Assurance System

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

The institution has developed a well knit coordinating and monitoring mechanism. It functions through decentralization of powers and shared responsibilities. All the programmes of the institution are executed in team spirit. Each member of the faculty is assigned specific jobs to be accomplished in a stipulated span of time. Feedback, help and co-operation is provided by the Principal and other members of the staff. IQAC meeting is held twice in a year. Following suggestions/ activities are discussed in the IQAC meetings:

1. Analysis of executive activities mentioned in the academic calendar
2. Analysis of students results and methods of improving the performance of the students
3. Performance of students in competitive exams viz. JRF, NET etc.
4. Suggestions and feedback from various stakeholders

| File Description | Documents |
|---|------------------|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

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.

Continuous appraisals, exposure to current trends through seminars, conferences, workshops organized at local, state and national level independently and in collaboration with different organizations ensure that the quality of teaching and learning not only maintained but enhanced. Besides these the other mechanisms which institution has developed for the quality assurance are:

1. Reviewing and updating the method of transacting the curriculum in accordance with the changing needs of society and school and explosion of knowledge. It is doen in following ways:
 - Use of e-learning
 - Nurturing skills among students
 - Shift in the paradigm from cognitive learning domain to affective learning i.e. building self confidence, eco-sensitivity and right approaches to life process.
 - Seminar, quiz competition, panel discussion, group discussion are adopted for continuous assessment of students performance.

2. Promoting research at

- Grass root level
- Inter disciplinary research
- Efficacy of teaching learning

The institution encourages research collaborations with other agencies/universities/organizations at state level and national level.

3. Training workshops are organized for developing pedagogical practice through micro teaching and mega teaching.

4. Extension lectures are organized to broaden the outlook of students

5. Core competencies are developed under simulated conditions.

6. Overall performance of students are judged through seminars, quiz competitions, assignments, project works, viva voce etc.

7. Sponsoring faculty members to participate in workshops, conferences at state, national and international level.

8. Many staff members act as resource persons at various seminars and workshops.

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

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

07

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

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle)

Two of the above

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

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

According to the UGC norms, IQAC of the college plays a vital role in the promotion of the Assistant Professor for Senior and Selection Grade and Associate Professor. The Principal and Coordinator of IQAC look into the API Score of the Assistant Professor. Their records are properly maintained, checked and signed by the Coordinator and the Principal. The Principal attends the meeting of the screening committee, the cases are discussed and due scales/promotions are granted to teaching faculty. Dr. Pooja, Assistant Professor and Sh. Pawan Kumar, Assistant Professor were granted Selection Grade.

| 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.

1. Solar Plant
2. Solar Bulbs
3. Transformer dedicated to our college by the Electricity Deptt.
4. LED Bulbs
5. Inverter
6. Light System of the institution

Our Energy Policy:

To develop and maintain an eco friendly energy management system with the aim of meeting quality requirements and to ensure continuous improvement in our energy performance by purchasing energy efficient products and services.

| File Description | Documents |
|--------------------------------------|------------------|
| Institution's energy policy document | No File Uploaded |
| 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.

WASTE MANAGEMENT POLICY:

1. Focus on reduction of sources of waste
2. Identify and improve system of collection
3. Focus on quick disposal of waste

| File Description | Documents |
|--|------------------|
| Documentary evidence in support of the claim | No File Uploaded |
| Any other relevant information | No File Uploaded |
| 7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant | One of the above |
| File Description | Documents |
| Documentary evidence in support of each selected response | No File Uploaded |
| Geo-tagged photographs | No File Uploaded |
| Income Expenditure statement highlighting the specific components | No File Uploaded |
| Any other relevant information | No File Uploaded |
| 7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage | Two of the above |
| File Description | Documents |
| Income Expenditure statement highlighting the specific components | No File Uploaded |
| Documentary evidence in support of the claim | No File Uploaded |
| Geo-tagged photographs | No File Uploaded |
| Any other relevant information | No File Uploaded |
| 7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words | |
| The institution pays a great attention towards maintaining clean | |

and green environment.

1. Attention is paid to planting more trees and increasing green area is a major step that we take in keeping the campus green and clean.
2. A proper disposal of waste of every kind is encouraged and sometimes rewarded too.
3. Students are encouraged to follow a clean routine in which less waste and dirt is produced.
4. We change the mop heads and water consistently. Staff and students are encouraged to act as ambassadors of these initiatives.
5. The Green Clean Campus include the use of solar energy, plants, solar water heaters etc.
6. The non degradable and non reusable wastes are sold out as plastic scraps, metals scrapes, e-waste scraps to scrap dealers.

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

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

Three of the above

| File Description | Documents |
|---|------------------|
| Videos / Geotagged photographs related to Green Practices adopted by the institution | No File Uploaded |
| Circulars and relevant policy papers for the claims made | No File Uploaded |
| 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

We take certain steps in the direction of leveraging the local environment and follow some best practices:

1. Reduce, reuse and recycle. We inspire our students to cut down on what they throw away.
2. We also organize 'Safai Abhiyan' in the college campus. The entire staff and all the students participate in this abhiyan.
3. We educate students to conserve water and shop wisely. Articles which are not very necessary should not be bought.
4. Use long lasting night bulbs and tubes so that less waste is produced.
5. We organize 'No Use of Polythene Week'.
6. Tree Plantation is done every year in the month of July during celebration of Van Mahotsav.
7. Students are educated to bring their reusable water bottles, bags etc.
8. Make sure that your waste goes to a right place such placards are displayed.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers,

B. Any 3 of the above

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

| File Description | Documents |
|--|------------------|
| Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University | No File Uploaded |
| 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

College has established extensive contacts with local educational institutions, practicing schools, colleges, social service organizations like Rotary Club, District Red Cross Society, National Awareness Foundation for taking and giving them the benefit of their professional expertise and knowing the emerging need of the society. The various activities envisioned in the curriculum to create learning environment that foster positive social interaction, active engagement in learning and self motivation are categorized as under:

- Formal Curricular and pedagogical practices
- Informal Curricular and pedagogical practices

Formal pedagogical and curricular aspects for training positive interaction are:

- Orientation programmes are organized to sensitize students to the history of the college and to counsel them on selection of courses and specialization
- Seminars, quiz competitions, panel discussions and group discussions are adopted for continuous assessment of student performance
- Classroom activity, micro-teaching, mega-teaching, pedagogical skill development are done to keep abreast of modern pedagogical advancement

The informal curricular aspects & pedagogical practice which are parallel to formal aspects and are organized regularly on the college for developing self motivation and positive social transaction are:

- Members of staff and students meet every week and discuss on issues on self development and sharpen thinking skill
- Book reviews are presented by the trainees
- Sanskar and value education are given for inculcation of human, moral and spiritual values

| File Description | Documents |
|---|------------------|
| Photos related to two best practices of the Institution | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

To ensure the quality and to assess academic standards of the college, vision, mission and implementation plans are monitored, evaluated and revised after every academic session. Feedback is obtained from school Principals of practising schools. IQAC also checks frequently about the wastage of resources and suggests new measures for maximum utilization of human and financial resources. Besides this, institution has an internal quality checks to enhance its efficiency, effectiveness and productivity. The college has adopted certain practices to maintain quality in its programmes. Every programme is planned and executed in such a manner that each programme is a success. Even then suggestions,

comments and observations of the faculty are solicited to plug the bottle necks, if any. Similarly after completion of each activity, the review meeting is held to assess the strength & weakness.

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