



## YEARLY STATUS REPORT - 2023-2024

### Part A

#### Data of the Institution

##### 1. Name of the Institution

SOHAN LAL DAV POSTGRADUATE GOVT  
AIDED COLLEGE OF EDUCATION

- Name of the Head of the institution **DR VIVEK KOHLI**
- Designation **PRINCIPAL**
- Does the institution function from its own campus? **Yes**

- Alternate phone No.

- Mobile No: **9896565517**

- Registered e-mail ID (Principal) **sldaveducation@gmail.com**

- Alternate Email ID **sldavambalacity@gmail.com**

- Address **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,  
Kurukshetra**
- Name of the IQAC Co-ordinator/Director **DR POOJA**
- Phone No. **9518283417**
- Alternate phone No.(IQAC)
- Mobile (IQAC) **9518283417**
- IQAC e-mail address **ps197404@gmail.com**
- Alternate e-mail address (IQAC)

**3.Website address**<https://sldaveducation.org>

- Web-link of the AQAR: (Previous Academic Year)

<http://sldaveducation.org/wp-content/uploads/2023/06/AQAR-2022-23.pdf>**4.Whether Academic Calendar prepared during the year?****Yes**

- if yes, whether it is uploaded in the Institutional website Web link:

<http://sldaveducation.org/wp-content/uploads/2023/03/Academic-Calendar-2023-24.pdf>**5.Accreditation Details**

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

**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   |
|---------------------------------|------------|----------------|-----------------------------|----------|
| <b>NIL</b>                      | <b>NIL</b> | <b>NIL</b>     | <b>Nil</b>                  | <b>0</b> |

**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** **01**

- 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)**

11 the teachers participated in various national and international conferences. Various activities of legal literacy cell were organized. Our students were trained in various fields like talent show competitions, Professional Skills. International Yog Day was celebrated in the college. Principal, staff member and students participated. Road Safety month was celebrated and road safety awareness programme was organized. All the teachers prepared PPTs related to their lessons and the students also used technology while giving their presentations.

**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   |
|--------------------------|---|
| Progress Report          | Presentation of Progress Report of the college for the session 2023-24 by the principal.    |
| Power Point Presentation | Presentation by faculty members about their annual progress                                 |
| Feedback Analysis        | Reviewing feedback analysis in the teaching learning process                                |
| Admission Planning       | Planning & organizing for the admission and teaching learning process for the next session. |

**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,<br>New Delhi | 19/11/2023         |

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

**Part A****Data of the Institution**

|  |  |
|--|--|
| <b>1.Name of the Institution</b>                           | SOHAN LAL DAV POSTGRADUATE GOVT AIDED COLLEGE OF EDUCATION |
| • Name of the Head of the institution                      | DR VIVEK KOHLI   |
| • Designation  | PRINCIPAL  |
| • Does the institution function from its own campus?       | Yes  |
| • Alternate phone No.                                      |  |
| • Mobile No:   | 9896565517   |
| • Registered e-mail ID (Principal)                         | sldaveducation@gmail.com                                   |
| • Alternate Email ID                                       | sldavambalacity@gmail.com                                  |
| • Address  | Near Arya Chowk,   |
| • City/Town  | Ambala City  |
| • State/UT   | Haryana  |
| • Pin Code   | 134003   |
| <b>2.Institutional status</b>                              |  |
| • 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,                                    |

|   |   |                |                             |               |             |
|---|---|----------------|-----------------------------|---------------|-------------|
|   | <b>Kurukshetra</b>  |                |                             |               |             |
| • Name of the IQAC Co-ordinator/Director  | DR POOJA  |                |                             |               |             |
| • Phone No.   | 9518283417  |                |                             |               |             |
| • Alternate phone No.(IQAC)   |   |                |                             |               |             |
| • Mobile (IQAC)   | 9518283417  |                |                             |               |             |
| • IQAC e-mail address   | ps197404@gmail.com  |                |                             |               |             |
| • Alternate e-mail address (IQAC)   |   |                |                             |               |             |
| <b>3.Website address</b>  | <a href="https://sldaveducation.org">https://sldaveducation.org</a>   |                |                             |               |             |
| • Web-link of the AQAR: (Previous Academic Year)  | <a href="http://sldaveducation.org/wp-content/uploads/2023/06/AQAR-2022-23.pdf">http://sldaveducation.org/wp-content/uploads/2023/06/AQAR-2022-23.pdf</a>                           |                |                             |               |             |
| <b>4.Whether Academic Calendar prepared during the year?</b>  | Yes   |                |                             |               |             |
| • if yes, whether it is uploaded in the Institutional website Web link:   | <a href="http://sldaveducation.org/wp-content/uploads/2023/03/Academic-Calendar-2023-24.pdf">http://sldaveducation.org/wp-content/uploads/2023/03/Academic-Calendar-2023-24.pdf</a> |                |                             |               |             |
| <b>5.Accreditation Details</b>  |   |                |                             |               |             |
| 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  |
| <b>6.Date of Establishment of IQAC</b>  |   |                | 12/08/2004                  |               |             |
| <b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b> |   |                |                             |               |             |
| Institution/ Department/Faculty   | Scheme  | Funding agency | Year of award with duration | Amount        |             |
| NIL   | NIL   | NIL            | Nil                         | 0             |             |
| <b>8.Whether composition of IQAC as per latest NAAC guidelines</b>  |   |                | Yes                         |               |             |

|  |                           |  |
|--|---------------------------|--|
| <ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>  | <a href="#">View File</a> |  |
| <b>9.No. of IQAC meetings held during the year</b>   | <b>01</b>                 |  |
| <ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>   | <b>Yes</b>                |  |
| <ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>   | <a href="#">View File</a> |  |
| <b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>  | <b>No</b>                 |  |
| <ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>   |                           |  |
| <b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>  |                           |  |
| <p>11 the teachers participated in various national and international conferences. Various activities of legal literacy cell were organized. Our students were trained in various fields like talent show competitions, Professional Skills. International Yog Day was celebrated in the college. Principal, staff member and students participated. Road Safety month was celebrated and road safety awareness programme was organized. All the teachers prepared PPTs related to their lessons and the students also used technology while giving their presentations.</p> |                           |  |
| <b>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).</b>  |                           |  |
|  |                           |  |

| Plan of Action           | Achievements/Outcomes   |
|--------------------------|---|
| Progress Report          | Presentation of Progress Report of the college for the session 2023-24 by the principal.    |
| Power Point Presentation | Presentation by faculty members about their annual progress                                 |
| Feedback Analysis        | Reviewing feedback analysis in the teaching learning process                                |
| Admission Planning       | Planning & organizing for the admission and teaching learning process for the next session. |

|  |     |
|--|-----|
| <b>13. Whether the AQAR was placed before statutory body?</b>                | Yes |
| <ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul> |     |

| Name of the statutory body                   | Date of meeting(s) |
|--|--------------------|
| DAV College Managing Committee,<br>New Delhi | 19/11/2023         |

| <b>14. Whether institutional data submitted to AISHE</b> |                    |
|--|--------------------|
| Year   | Date of Submission |
| 2022-23  | 12/02/2024         |

|   |
|---|
| <b>15. Multidisciplinary / interdisciplinary</b>  |
| <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><b>Interdisciplinary/Multidisciplinary Approach:</b><br/>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. Members of the faculty have variety in their specializations which enables them to use interdisciplinary/multidisciplinary approach in teaching. The cognate or allied combination in their specializations forms a</p> |

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 follow 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:**

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. Various competitions like painting, dance, poem recitation, self composed poem presentation, pot painting etc were organized and our students bagged a number of prizes. online Meditation was held by Dr. Pooja, Assistant Professor.

## Extended Profile

### 1.Student

2.1

456

Number of students on roll during the year

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

2.2

500

Number of seats sanctioned during the year

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

2.3

94

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

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

2.4

211

Number of outgoing / final year students during the year:

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

2.5 Number of graduating students during the year

245

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

| 2.6   | 245                       |
|---|---------------------------|
| Number of students enrolled during the year   |                           |
| File Description  | Documents                 |
| Data Template   | <a href="#">View File</a> |
| <b>2.Institution</b>  |                           |
| 4.1   | 2735772                   |
| Total expenditure, excluding salary, during the year (INR in Lakhs):  |                           |
| 4.2   | 23                        |
| Total number of computers on campus for academic purposes   |                           |
| <b>3.Teacher</b>  |                           |
| 5.1   | 15                        |
| Number of full-time teachers during the year:   |                           |
| File Description  | Documents                 |
| Data Template   | <a href="#">View File</a> |
| Data Template   | <a href="#">View File</a> |
| 5.2   | 18                        |
| Number of sanctioned posts for the year:  |                           |
| <b>Part B</b>   |                           |
| <b>CURRICULAR ASPECTS</b>   |                           |
| <b>1.1 - Curriculum Planning</b>  |                           |
| 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 |                           |
| <ul style="list-style-type: none"> <li><b>Involvement of Students and Teachers in Curriculum Planning:</b>We follow curriculum framed by Kurukshetra University. Our teachers are involved in meeting of curriculum planning, revision and review. But overall</li> </ul>                                     |                           |

curriculum is planned and revised by Kurukshetra University, Kurukshetra. There is a fixed time period for completion of course. The schedule is determined by the university, but in implementation, there is inbuilt flexibility for students and teachers.

- Both Theoretical & Practical aspects are considered during Curriculum Planning: The students are encouraged to develop their thinking skills by reflecting on various issued and concerns of education. All theoretical concepts on teacher education are practiced is the classroom situations. The facilities provided in our labs especially Computer Lab, Mathematic Lab, Psychology Lab, Language Lab, Fine Arts Lab etc. help the students to get firsthand experience so that teaching becomes a reflection process. All the strategies for curriculum revision and updates are adopted.
- Student’s Suggestions are also considered for Curriculum Planning: Students’ inputs are also utilized while bringing changes in the curriculum e.g. Computer Education which is being recognized as the dire need of the society and particularly students.
- Curriculum is planned and designed keeping in mind the use of ICT: Besides this ICT is also used extensively for curriculum planning. The teacher educator prepare their lesson plan on computer and present them through PPTs. Each Department o the college has instructional resource material readily available.

| 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 | <a href="#">View File</a> |
| Plan developed for the academic year   | <a href="#">View File</a> |
| Plans for mid- course correction wherever needed for the academic year   | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

**1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the**

A. All of the above

**curriculum planning process during the year**  
**Faculty of the institution Head/Principal of**  
**the institution Schools including practice**  
**teaching schools Employers Experts Students**  
**Alumni**

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| List of persons who participated in the process of in-house curriculum planning                         | <a href="#">View File</a> |
| Meeting notice and minutes of the meeting for in-house curriculum planning                              | <a href="#">View File</a> |
| A copy of the programme of action for in- house curriculum planned and adopted during the academic year | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

**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  | <a href="#">View File</a>   |
| URL to the page on website where the PLOs and CLOs are listed                  | <a href="https://sldaveducation.org/plos-clos/">https://sldaveducation.org/plos-clos/</a> |
| Prospectus for the academic year   | <a href="#">View File</a>   |
| Report and photographs with caption and date of student induction programmes   | <a href="#">View File</a>   |
| Report and photographs with caption and date of teacher orientation programmes | <a href="#">View File</a>   |
| Any other relevant information   | <a href="#">View File</a>   |

## 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  | <a href="#">View File</a>   |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | <a href="#">View File</a>   |
| Academic calendar showing time allotted for optional / electives / pedagogy courses  | <a href="#">View File</a>   |
| Any other relevant information   | <p><a href="#">Sohan Lal DAV College of Education, Ambala City was started in 1939 in Lahore and after Independence rehabilitated at Ambala in 1954. It aims at becoming the most valuable asset in descendants of teachers. The primary motto of this college is to promote exceptional quality education among the pupil teachers. Pedagogy subjects often emphasize effective communication techniques verbal and non verbal which are essential for teaching and interacting with pupil teachers. We have 13 pedagogical subjects as mentioned below: 1. Pedagogy of Art 2. Pedagogy of Physical Science 3. Pedagogy of English 4. Pedagogy of Hindi 5. Pedagogy of Punjabi 6. Pedagogy of Commerce 7. Pedagogy of Home Science 8. Pedagogy of Economics 9. Pedagogy of Social Science 10. Pedagogy of Biological Science 11. Pedagogy of Mathematics 12. Pedagogy of Computer Science 13. Pedagogy of Sanskrit It gives best teaching learning experiences by taking help of various pedagogy subjects. These subjects often address different learning styles and needs, helping students become more adaptable educators or facilitators. Pedagogy subjects often include instruction on teaching methods, classroom management which can be valuable for those interested in pursuing careers in education or training.</a></p> |

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

04

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

04

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Brochure and Course content along with CLOs of value-added courses | <a href="#">View File</a> |
| Any other relevant information                                     | <a href="#">View File</a> |

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

72

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

72

| File Description  | Documents                 |
|---|---------------------------|
| List of the students enrolled in the value-added course as defined in 1.2.2 | <a href="#">View File</a> |
| Course completion certificates  | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

All of the above

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template | <a href="#">View File</a> |
| Document showing teachers' mentoring and assistance to students to avail of self-study courses   | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

06

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

06

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Certificates / evidences for completing the self-study course(s) | <a href="#">View File</a> |
| List of students enrolled and completed in self study course(s)  | <a href="#">View File</a> |
| Any other relevant information                                   | <a href="#">View File</a> |

### 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 postgraduate level. We also take initiative to get B.Ed. and M.Ed. curricular programme updated and revised periodically in collaboration with bodies like affiliating university, NCTE. Our college guarantees to enable the students to acquire the knowledge and the skills for different learning areas through innovative techniques such as:

1. **Field Engagement:** It provides students with hands on practical learning experiences that complement theoretical knowledge gained in the class room.
  
1. **Internship:** It offers students valuable real world work experience in their field of study. They provide opportunities to apply classroom knowledge in gain practical skills and build professional networks.
  
1. **Laboratory Work:** Through lab work, students develop critical thinking, problem solving, and experimental skills, while also learning about lab safety and proper research methodologies.

| File Description   | Documents                 |
|--|---------------------------|
| List of activities conducted in support of each of the above | <a href="#">View File</a> |
| Documentary evidence in support of the claim                 | <a href="#">View File</a> |
| Any other relevant information                               | <a href="#">View File</a> |
| Photographs indicating the participation of students, if any | <a href="#">View File</a> |

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

1. **The students are familiarized with functioning of various boards of school education in course 4(B): Understanding**

disciplines and subjects:

- Seminars and PPTs are presenting to explain emergence and functioning of different boards, their assessment criteria, norms and standards and how these boards are different from each other.
  - How school curriculum is made and what is a criterion for selecting different textbooks, magazines & journals as a source of knowledge with respect to different school boards.
1. In pedagogical subjects also curriculum construction according to diversity in school is taught. In course 8: Knowledge and Curriculum, Curriculum at different levels - National, State and School is taught.
  2. In the course 2: Contemporary India and Education concept of diversity in school system is taught. Beside this students are introduced with different Educational Committees and their recommendation regarding development of school system.
  3. In Course 9: Assessment for Learning, Students are introduced with different kind of assessment system and evaluation tools and also about criteria for Assessment according to Indian School System.

At M.Ed. level:-

1. in Course 3: Educational Studies, Students are taught about:
  - Educational structure at Centre, State, District and Village level.
  - Distance Education and Open Learning System in National and Global perspective.
  - Educational bodies like UNESCO, UGC, NUEPA, RCI, NCERT, NCTE, CBSE, SCERT(s) & DIET (s)
  - Globalization in Education
1. In Course 7: Philosophy in Education, students are taught about Indian School of Philosophy and Western school of Philosophy and how these philosophies can be applied to Indian School System.

| File Description   | Documents                 |
|--|---------------------------|
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | <a href="#">View File</a> |
| Documentary evidence in support of the claim   | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

Wide range of curricular experience provided to students during Teacher Education Programme. Students are required to complete their student internship for four weeks in B.Ed. 1st year and for Sixteen Weeks in B.Ed. 2nd year. A wide range of curricular experience is provided to them during their internship programme. Besides classroom teaching and observing lesson of their periods Pupil Teachers are also given an opportunity to organize various kinds of co-curricular activities in school so that they can improve their organizational skills.

The following activities/clubs/courses are organized by the college to improve the professional growth of pupil teachers:

- Talent Search Competition - September 12, 2023
- Legal Literacy Cell Competition - December 20, 2023
- National Mathematics Day Celebration - December 21, 2023
- Bhagvad Gita Jayanti Celebration - December 22, 2023
- National Level Havan Yajna Competition - February 6, 2024
- International Mother Language Day Celebration - February 20, 2024
- International Women Day - March 7, 2024
- Patriotic Song Competition - March 11, 2024
- Science Day Celebration - April 3, 2024
- Career Fest - April 4, 2024
- National Voter Day Celebration (SVEEP) - April 15, 2024

(Systematic Voter's Education and Electoral Participation)

| File Description                             | Documents                 |
|--|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

#### 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**

All of the above

| File Description                                     | Documents                 |
|--|---------------------------|
| Sample filled-in feedback forms of the stake holders | <a href="#">View File</a> |
| Any other relevant information                       | <a href="#">View File</a> |

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

Feedback collected, analyzed, action taken and available on website

| File Description  | Documents                 |
|---|---------------------------|
| Stakeholder feedback analysis report with seal and signature of the Principal   | <a href="#">View File</a> |
| Action taken report of the institution with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment of students during the year

468

##### 2.1.1.1 - Number of students enrolled during the year

468

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template                               | <a href="#">View File</a> |
| Document relating to sanction of intake from university | <a href="#">View File</a> |
| Approval letter of NCTE for intake of all programs      | <a href="#">View File</a> |
| Approved admission list year-wise/ program-wise         | <a href="#">View File</a> |
| Any other relevant information                          | <a href="#">View File</a> |

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

210

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

210

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)  | <a href="#">View File</a> |
| Final admission list published by the HEI   | <a href="#">View File</a> |
| Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

13

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

13

| File Description                                  | Documents                 |
|---|---------------------------|
| Data as per Data Template                         | <a href="#">View File</a> |
| Certificate of EWS and Divyangjan                 | <a href="#">View File</a> |
| List of students enrolled from EWS and Divyangjan | <a href="#">View File</a> |
| Any other relevant information                    | <a href="#">View File</a> |

## 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.

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. In the beginning of every session interactive classes are held in which the teacher educators interact with the newly admitted students. 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.

Advanced Learners are involved in:-

- Writing assignment of advanced nature on current issues in education
- Leading the group in seminars
- Organizing institutional programmes
- Performing special responsibilities

We also

- Engage them in creative thinking and writing
- Engage them in preparing lessons using ICT
- Engage them in e-learning
- Engage them in presenting papers in conferences

Thus, keeping in view the individual differences among students, different methodology is used to elicit responses from under achievers. Special attention is given to motivate them. Special

enrichment courses are provided to the high achievers. The teachers provide time and guidance to motivate them to use their optimum potential. Such remedial and enrichment instructions to the students with different needs develop their talents, potentialities at optimum level and build confidence level to perform best in their life.

| File Description   | Documents                 |
|--|---------------------------|
| Documentary evidence in support of the claim                     | <a href="#">View File</a> |
| Documents showing the performance of students at the entry level | <a href="#">View File</a> |
| Any other relevant information                                   | <a href="#">View File</a> |

**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**

All of the above

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Relevant documents highlighting the activities to address the student diversities | <a href="#">View File</a> |
| Reports with seal and signature of Principal                                      | <a href="#">View File</a> |
| Photographs with caption and date, if any   | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

**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**

All 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 | <a href="#">View File</a> |
| Reports with seal and signature of the Principal   | <a href="#">View File</a> |
| Photographs with caption and date  | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

**30 : 01**

##### **2.2.4.1 - Number of mentors in the Institution**

**09**

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Relevant documents of mentor-mentee activities with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

### **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:**

Career Development Programmes are organized to develop communication skills, work culture and profession oriented skills.

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.

Sessions on preparation of resume, mock interviews etc. are organized by Training, Placement & Counselling Centre (TPCC) of the college.

National Mathematics Day celebration.

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.

Students participate in intra-college, inter-college competitions in different items like rangoli, preparation of teaching aids, painting competition, mehandi competition etc.

| File Description   | Documents                 |
|--|---------------------------|
| Course wise details of modes of teaching learning adopted during the academic year in each programme | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

**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**

15

| File Description               | Documents   |
|--------------------------------|---|
| Data as per Data Template      | <a href="#">View File</a>   |
| Link to LMS                    | <a href="https://www.youtube.com/@sohanlald.a.vcoe_official">https://www.youtube.com/@sohanlald.a.vcoe_official</a> |
| Any other relevant information | <a href="#">View File</a>   |

**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**

480

| File Description                                  | Documents                 |
|---|---------------------------|
| Data as per Data Template                         | <a href="#">View File</a> |
| Programme wise list of students using ICT support | <a href="#">View File</a> |
| Documentary evidence in support of the claim      | <a href="#">View File</a> |
| Landing page of the Gateway to the LMS used       | <a href="#">View File</a> |
| Any other relevant information                    | <a href="#">View File</a> |

**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**

Five/Six of the above

| File Description  | Documents   |
|---|---|
| Data as per Data Template   | <a href="#">View File</a>   |
| Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations | <a href="#">View File</a>   |
| Geo-tagged photographs wherever applicable  | <a href="#">View File</a>   |
| Link of resources used  | <a href="https://www.youtube.com/@sohanlald.a.vcoe_official">https://www.youtube.com/@sohanlald.a.vcoe_official</a> |
| Any other relevant information  | <a href="#">View File</a>   |

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

The college has provision for continual mentoring for the students studying in the institution. For this the college has established a mentor mentee system in which the students and the teachers work together for providing continual support to students for developing their academic and professional abilities. In this regard the following efforts are made by the mentors in different aspect:

#### Work in Teams:

As team work leads to attainment of growth and success. Thus, efforts are made by the mentors to develop student's capabilities of working in teams. Guidance is provided to students like:

- Developing students listening & speaking skills
- Having positive attitude toward things
- Sharing responsibilities with colleagues

#### Dealing with Students Diversity:

Mentors suggest different ways to deal with student diversity:

- Provide remedial classes to weak students
- Provide additional support to moderate learners

- Engage students in collaborative work

Keeping oneself abreast with recent development in Education and Life:

Mentors motivate students to:

- Read Educational Journals, magazine etc.
- Attend different seminars and conferences.

Thus, mentors at Sohan Lal DAV Postgraduate (Govt. Aided) College of Education, Ambala City, Haryana maintain a cordial relationship with the mentees and are always inclined to help in developing the professional capabilities of their students.

| File Description                             | Documents                 |
|--|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

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

Five/Six of the above

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Documentary evidence in support of the selected response/s  | <a href="#">View File</a> |
| Reports of activities conducted related to recent developments in education with video graphic support, wherever possible | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking

skills, empathy, life skills etc. among students

Sohan Lal DAV Postgraduate Govt. Aided College of Education, Ambala City, Haryana emphasis on the teaching learning process to nurture the creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students. On various occasions 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/ eminent 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, Independence Day, International Women Day, Lohri, Diwali, Holi, AIDS Awareness 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 responsibilities.
- 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.

On the whole the institute has such mechanism of teaching learning process so that the students develop optimally in all fields of life.

| File Description                             | Documents                 |
|--|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

## 2.4 - Competency and Skill Development

|   |                                |
|---|--------------------------------|
| <p><b>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)</b></p> | <p><b>All of the above</b></p> |
|---|--------------------------------|

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Documentary evidence in support of the selected response/s        | <a href="#">View File</a> |
| Reports of activities with video graphic support wherever possibl | <a href="#">View File</a> |
| Any other relevant information                                    | <a href="#">View File</a> |

|  |                                    |
|--|------------------------------------|
| <p><b>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</b></p> | <p><b>Ten/All of the above</b></p> |
|--|------------------------------------|

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Reports and photographs / videos of the activities   | <a href="#">View File</a> |
| Attendance sheets of the workshops / activities with seal and signature of the Principal   | <a href="#">View File</a> |
| Documentary evidence in support of each selected activity  | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |
| <b>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication<br/>Simulated sessions for practicing communication in different situations<br/>Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’<br/>Classroom teaching learning situations along with teacher and peer feedback</b> | <b>All of the above</b>   |
| File Description   | Documents                 |
| Data as per Data Template  | <a href="#">View File</a> |
| Details of the activities carried out during the academic year in respect of each response indicated   | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |
| <b>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<br/>Teacher made written tests essentially based on subject content<br/>Observation modes for individual and group activities<br/>Performance tests<br/>Oral assessment<br/>Rating Scales</b>              | <b>All of the above</b>   |

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Samples prepared by students for each indicated assessment tool                    | <a href="#">View File</a> |
| Documents showing the different activities for evolving indicated assessment tools | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

**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   | <a href="#">View File</a> |
| Documentary evidence in support of each response selected                       | <a href="#">View File</a> |
| Sample evidence showing the tasks carried out for each of the selected response | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

All of the above

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Documentary evidence showing the activities carried out for each of the selected response | <a href="#">View File</a> |
| Report of the events organized  | <a href="#">View File</a> |
| Photographs with caption and date, wherever possible                                      | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

All of the above

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Samples of assessed assignments for theory courses of different programmes | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

**Internship programme is systematically planned with necessary preparedness. The institution's preparatory efforts at organizing internship programme comprises of numerous well planned steps:**

**1. Selection/Identification of schools for internship:**

- The institution identifies the schools in the Vicinity of the community. The internship incharge contacts the principals of identified schools.

**1. Orientation to school principals/teachers:**

- Principals/teachers are interacting given all the instructions.
- Schools are contacted telephonically. Teacher educators visit the schools and personally interact with the Principal and concerned teachers of the schools. They act as mentors/supervisors for the supervision of pupil teachers. A letter giving all the rules and regulations as well as instructions is also sent to the schools Principals.

1. Orientation to students going for internship:

- In the beginning of the SIP, the student-teachers are given orientation regarding the rules and regulations as well as instructions. They are also motivated to use technology in teaching. A proper code of conduct is provided to the pupil teacher that is to be followed during the SIP.

1. Defining role of teachers of the institution:

- Each teacher educator is assigned one practicing school for the purpose of supervising teaching practice.

1. Streamlining mode of assessment of student performance:

- Teacher educator evaluates the lesson planning, classroom teaching and overall performance in the SIP through certain criteria.

1. Exposure to variety of school setup:

- Pupil teachers get exposure and experience through numerous activities in the different school setups.

| File Description                             | Documents                 |
|--|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

**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**

211

| File Description                                | Documents                 |
|---|---------------------------|
| Data as per Data Template                       | <a href="#">View File</a> |
| Plan of teacher engagement in school internship | <a href="#">View File</a> |
| Any other relevant information                  | <a href="#">View File</a> |

**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**

Nine/All of the above

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Sample copies for each of selected activities claimed                               | <a href="#">View File</a> |
| School-wise internship reports showing student engagement in activities claimed     | <a href="#">View File</a> |
| Wherever the documents are in regional language, provide English translated version | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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 institution adopts effective monitoring mechanisms during internship programme. The students are assigned to the schools under the mentorship of a teacher education that monitors the activities carried out by them.

The internship school appoints a senior teacher as a coordinator teacher for the internship programme. She/he often looks after the problems if any faced by the students and monitors the activity

carried out by them.

For smooth execution of the internship programme teacher educators conduct meeting with the school principal and coordinator teacher to discuss the problems faced during the internship.

During pre practice 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 pupil 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 | <a href="#">View File</a> |
| Any other relevant information                  | <a href="#">View File</a> |

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

All of the above

| File Description   | Documents                 |
|--|---------------------------|
| Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable) | <a href="#">View File</a> |
| Two filled in sample observation formats for each of the claimed assessors                                 | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

**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 | <a href="#">View File</a> |
| Five filled in formats for each of the aspects claimed                     | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

## **2.5 - Teacher Profile and Quality**

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

**09**

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal | <a href="#">View File</a> |
| English translation of sanction letter, if it is in regional language  | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

08

| File Description                                      | Documents                 |
|---|---------------------------|
| Data as per Data Template                             | <a href="#">View File</a> |
| Certificates of Doctoral Degree (Ph.D) of the faculty | <a href="#">View File</a> |
| Any other relevant information                        | <a href="#">View File</a> |

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

09

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

09

| File Description   | Documents                 |
|--|---------------------------|
| Copy of the appointment letters of the fulltime teachers | <a href="#">View File</a> |
| Any other relevant information                           | <a href="#">View File</a> |

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

- The institution provides the opportunities to our teachers for professionally updating.

- For the professional/career development of the teaching staff, the college regularly organizes seminars/workshops/conferences.
- The college arranges a number of extension lectures by the experts from other universities/institutions for updating knowledge of the faculty and the student-teachers.
- The college also organizes field visits to the different places/institutions to give firsthand experience to the faculty and the student-teachers.
- For ensuring personal and professional development of the faculty members, the college creates opportunities to help them to participate in International/National/State level seminars, workshops, orientation courses, refresher courses and present the papers.
- Members of faculty are also encouraged to pursue their higher studies.
- Sh. Pawan Kumar, Assistant Professor has been granted permission to pursue his Doctorate.
- Mrs. Harpreet Kaur, Assistant Professor is also is to obtain her Doctorate Degree very soon.
- It helps faculty members to achieve clarity of educational goals. It also enables them to make decisions about how best to focus their professional growth to meet student achievement targets.

| File Description                          | Documents                 |
|---|---------------------------|
| Documentary evidence to support the claim | <a href="#">View File</a> |
| Any other relevant information            | <a href="#">View File</a> |

## 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

The college has adopted the following measure to maintain the quality of Internal Assessment:

1. Students attendance is reviewed periodically & the students reporting shortfalls are informed.
2. Under the formative approached teachers generally assign marks or grades to the students on their assignments, files, co-curricular activities and their regularly in the classroom is being monitored.
3. Internal assessment is done for all students as per the

university criteria.

4. The records of the students are maintained by the faculty and they are assessed on the basis of their performance in curricular as well as co-curricular areas.

A variety of measures are adopted to ensure rigor of the internal assessment.

- **Internal Exams:** Internal examinations are held at the end of each session. The college keeps a close watch on the regular and timely conduct of internal examinations.
- **Class Test:** The college faculties evaluate the presentations made by the students as part of the internal evaluation process. Continuous evaluation is done through testing of skills developed. The written/oral test is taken by the faculty after the completion of each unit.
- **Assignment, Presentations & Activities:** Teacher are given free hand to design their own evaluation methods in this category. Whereby students are encouraged to participate in interactive session, group discussion, power point presentations projects and assignments.

Students are given the opportunity to improve upon their performance through tests and one to one discussion during the class.

| File Description   | Documents                 |
|--|---------------------------|
| Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

Five of the above

**support Provision of answering bilingually**

| File Description   | Documents                 |
|--|---------------------------|
| Copy of university regulation on internal evaluation for teacher education | <a href="#">View File</a> |
| Annual Institutional plan of action for internal evaluation                | <a href="#">View File</a> |
| Details of provisions for improvement and bi-lingual answering             | <a href="#">View File</a> |
| Documentary evidence for remedial support provided                         | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

No grievance was ever received related to examination for the session 2023-24.

College's mechanism to deal with examination related grievances is transparent, time bound and efficient. The grievances of students are communicated through the mentors and the faculty members as well. Proper documentation are done related with the Grievances and the redressal measures are taken.

**Internal Grievance Redressal:**

In internal cases, the grievances are usually related to the dissatisfaction in the evaluation in internal exams or assessment marks so the concerned faculty takes up essential measure to satisfy the Grievance Raiser providing substantial records.

**External Grievance Redressal:**

At the university level, the college examination committee guides the students for necessary actions. The students can apply for re-evaluation or can appear for back paper in case of any loophole or dissatisfaction.

| File Description  | Documents                 |
|---|---------------------------|
| Academic calendar of the Institution with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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 terminal 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 mechanism 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 | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

## 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. Performance 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 | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

**2.7.2 - Pass percentage of Students during the year**

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Result sheet for each year received from the Affiliating University                                   | <a href="#">View File</a> |
| Certified report from the Head of the Institution indicating pass percentage of students program-wise | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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 | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

#### 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

468

| File Description  | Documents                 |
|---|---------------------------|
| Number of students achieving on an average 70% or more in internal assessment activities during t       | <a href="#">View File</a> |
| Record of student-wise / programme-wise / semester-wise internal assessment of students during the year | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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.

Sohan Lal DAV Postgraduate (Govt. Aided) College of Education, Ambala City, Haryana focuses on identifying the needs of learners at entry level so that students can be catered according to their needs. Different types of methods are used to cater the needs of learner and to access those needs, various assessment tasks like oral presentation, assignments, examinations, project work, participation in co-curricular activities are done to know about the performance improvement in students whether it is curricular or co-curricular.

The institution regularly evaluates the performance of students through measuring the attainment of each of the programme outcomes, programme specific outcomes & course outcomes. The programme outcomes and programme specific outcomes are assessed with the help of course outcomes of the relevant programme through

direct evaluation process. It is provided through university examination, terminal exams, internal & home assignments, surprise test, class test etc. The evaluation is also considered through assignment projects, sessional work, presentation etc. are returned to students with detailed remarks and suggestions are provided for improvement. Students are given various opportunities to show case their abilities, knowledge & creativity.

Throughout the year the faculty records the performance of each student on each programme outcome. At the same time, observation of student knowledge & skills against measurable courses outcomes are evaluated throughout the year.

| File Description                         | Documents                 |
|--|---------------------------|
| Documentary evidence in respect to claim | <a href="#">View File</a> |
| Any other relevant information           | <a href="#">View File</a> |

## 2.8 - Student Satisfaction Survey

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

<https://sldaveducation.org/students-feedback/>

## 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

06

| File Description                        | Documents                 |
|---|---------------------------|
| Data as per Data Template               | <a href="#">View File</a> |
| Sanction letter from the funding agency | <a href="#">View File</a> |
| Any other relevant information          | <a href="#">View File</a> |

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

00

| 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          |
| <b>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</b> | Three of the above        |
| File Description  | Documents                 |
| Data as per Data Template   | <a href="#">View File</a> |
| Institutional Policy document detailing scheme of incentives  | <a href="#">View File</a> |
| Sanction letters of award of incentives   | <a href="#">View File</a> |
| Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal  | <a href="#">View File</a> |
| Documentary evidence for each of the claims   | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |
| <b>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</b>   | Three of the above        |

| File Description   | Documents                 |
|--|---------------------------|
| Documentary evidences in support of the claims                     | <a href="#">View File</a> |
| Details of reports highlighting the claims made by the institution | <a href="#">View File</a> |
| Reports of innovations tried out and ideas incubated               | <a href="#">View File</a> |
| Copyrights or patents filed  | <a href="#">View File</a> |
| Any other relevant information                                     | <a href="#">View File</a> |

### 3.2 - Research Publications

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

04

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

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

01

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| • First page of the published book/chapter with seal and signature of the Principal  | <a href="#">View File</a> |
| 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 | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

### 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

31

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

#### 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

428

| File Description  | Documents                 |
|---|---------------------------|
| Event-wise newspaper clippings / videos / photographs with captions and dates | <a href="#">View File</a> |
| Report of each outreach activity with seal and signature of the Principal     | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

### 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

238

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

238

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Documentary evidence in support of the claim along with photographs with caption and date | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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.

HIV AIDS awareness programmes are undertaken by organizing lectures by doctor/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 a world as a whole. Red Ribbon Club is actively working in the college. Pupil Teachers are participating in various competitions at intra college, inter college district level and state level.

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 harrasment at work place and 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:

- Gender Sensitivity Programme
- Swacch Bharat Abhiyan
- PIDILITE Workshop
- Moral Education Examination
- Viksit Bharat Skill Development Programme
- Talent Search
- Vedic Quiz Competition
- Rishi Bodh Utsav
- Havan Yajna Competition
- Surya Namaskar
- HIV Awarness Programme
- National Water Mission
- Career Fest

| File Description   | Documents                 |
|--|---------------------------|
| Relevant documentary evidence for the claim              | <a href="#">View File</a> |
| Report of each outreach activity signed by the Principal | <a href="#">View File</a> |
| Any other relevant information                           | <a href="#">View File</a> |

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

12

| File Description                                  | Documents                 |
|---|---------------------------|
| Data as per Data Template                         | <a href="#">View File</a> |
| Appropriate certificates from the awarding agency | <a href="#">View File</a> |
| Any other relevant information                    | <a href="#">View File</a> |

### 3.4 - Collaboration and Linkages

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

07

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

07

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| List of teachers/students benefited by linkage – exchange and research | <a href="#">View File</a> |
| Report of each linkage along with videos/photographs                   | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

08

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Copies of the MoU's with institution / industry/ corporate houses | <a href="#">View File</a> |
| Any other relevant information                                    | <a href="#">View File</a> |

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

Three/Four of the above

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Report of each activities with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information                                     | <a href="#">View File</a> |

## 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 physical facilities of an educational institution play a pivotal role in shaping the overall educational experience and fostering a conducive environment for learning research and personal development. Sohan Lal DAV Postgraduate (Govt. Aided) College of Education, Ambala City, Haryana is 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 at its bounty. Moreover, the college campus is well connected with transport network. The physical facilities have been designed and constructed to meet the diverse needs of students, faculty and staff. There are sufficient funds invested to meet the expenses for developing the infrastructure. The college has adequate number of classrooms, laboratories and well stacked library to run educational programmes efficiently. The college has a well resourced Computer Centre. The college's auditorium is a spacious and well furnished venue for various events, including lectures, seminars, cultural programmes and conference. well ventilated classrooms, suitable furniture, LCD Projector, LCD TVs, Computers and many CDs, Cassettes, Camera, Internet facility, Display Boards, spacious store rooms, ample musical infrastructure, sports material, indoor games, gym equipments and spacious common rooms separate for boys and girls are available. The college has a generator back-up for power-cuts. The Science Lab, Home Science Lab, Social Science Lab, Mathematics Lab, Psychology Lab are equipped with modern instruments and models. The Music Lab is designed to support music programmes and course.

| File Description  | Documents                 |
|---|---------------------------|
| List of physical facilities available for teaching learning | <a href="#">View File</a> |
| Geo-tagged photographs                                      | <a href="#">View File</a> |
| Any other relevant information                              | <a href="#">View File</a> |

#### 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

19

| File Description                                   | Documents   |
|--|---|
| Data as per Data Template                          | <a href="#">View File</a>   |
| Geo-tagged photographs                             | <a href="#">View File</a>   |
| Link to relevant page on the Institutional website | <a href="http://sldaveducation.org/wp-content/uploads/2012/08/Geo-Photographs-of-Learning-Resources-and-Infrastructure.pdf">http://sldaveducation.org/wp-content/uploads/2012/08/Geo-Photographs-of-Learning-Resources-and-Infrastructure.pdf</a> |
| Any other relevant information                     | <a href="#">View File</a>   |

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

805927

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

#### 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 stimuli 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 library has access to INFLIBNET-NLIST.

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. The seating capacity is adequate for the number of users using the library at a time. An average number of 100 books are issued and returned each day. Both lending and reference documents are arranged in the numerical sequence of the Dewey Decimal Classification System of Melvil Dewey.

| File Description   | Documents   |
|--|---|
| Bill for augmentation of library signed by the Principal | <a href="#">View File</a>   |
| Web-link to library facilities, if available             | <a href="http://sldaveducation.org/wp-content/uploads/2012/08/OR-Codes.pdf">http://sldaveducation.org/wp-content/uploads/2012/08/OR-Codes.pdf</a> |
| Any other relevant information                           | <a href="#">View File</a>   |

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

Our library is fully automated with ALICE software. The benefit of this software is that one can see how much books are available in the college library and how much books are issued. For example suppose there are 20 copies of a particular book, by the help of

ALICE software we can see how many copies are issued and how many copies are available.

The library has the facility of QR codes. Students and teachers can easily access to the books by scanning QR code on their mobile phones.

The teachers and students can have access to e-journals subscribed by the college library and can have access to e-resources like e-journals and e-books. The membership of N-LIST is renewed on an annual basis by the college library. The library has access to INFLIBNET-NLIST.

| File Description                                 | Documents                 |
|--|---------------------------|
| Landing page of the remote access webpage        | <a href="#">View File</a> |
| Details of users and details of visits/downloads | <a href="#">View File</a> |
| Any other relevant information                   | <a href="#">View File</a> |

**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**

All of the above

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data template  | <a href="#">View File</a> |
| Receipts of subscription /membership to e-resources                          | <a href="#">View File</a> |
| E-copy of the letter of subscription /member ship in the name of institution | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

**27288**

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

#### 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

1225

| 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 | <a href="#">View File</a>   |
| Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution   | <a href="http://sldaveducation.org/wp-content/uploads/2012/08/details-of-library-users.pdf">http://sldaveducation.org/wp-content/uploads/2012/08/details-of-library-users.pdf</a> |
| Any other relevant information  | <a href="#">View File</a>   |

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

Three of the above

## as gifts to College

| File Description               | Documents                 |
|--------------------------------|---------------------------|
| Data as per Data Template      | <a href="#">View File</a> |
| Any other relevant information | <a href="#">View File</a> |

**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

Most of the computers available in the college are Pentium V along with accessories like UPS, Printers and Scanners etc. Internet facility is also available at eight central places of the college viz. Computer Lab, Science Lab, Language Lab, Central Library, Conference hall, Sri Aurobindo Study Centre, Principal Office and Administrative Office. ICT is used by the teacher educators and students to cover a full range of activities associated with both learning and teaching the core curriculum as they prepare their lesson plans on computer related to B.Ed. Curriculum. CDs are also available in the central library.

Use of ICT in administration:

E-Display Board

E-Bell

Computerization of college accounts

Website auto updated

| File Description  | Documents                 |
|---|---------------------------|
| Document related to date of implementation and updation, receipt for updating the Wi-Fi | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

20:01

| File Description  | Documents                 |
|---|---------------------------|
| Data as per data template   | <a href="#">View File</a> |
| Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

| File Description   | Documents                 |
|--|---------------------------|
| Receipt for connection indicating bandwidth  | <a href="#">View File</a> |
| Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth | <a href="#">View File</a> |
| Any other relevant Information   | <a href="#">View File</a> |

|  |                                  |
|--|----------------------------------|
| <b>4.3.4 - Facilities for e-content development are available in the institution such as<br/>Facilities for e-content development are available in the institution such as Studio /<br/>Live studio Content distribution system<br/>Lecture Capturing System (LCS)<br/>Teleprompter Editing and graphic unit</b> | <b>Five or more of the above</b> |
|--|----------------------------------|

| File Description  | Documents   |
|---|---|
| Data as per Data Template   | <a href="#">View File</a>   |
| Link to videos of the e-content development facilities                            | <a href="https://www.youtube.com/@SohanlalD.A.VCoE_official">https://www.youtube.com/@SohanlalD.A.VCoE_official</a> |
| List the equipment purchased for claimed facilities along with the relevant bills | <a href="#">View File</a>   |
| Link to the e-content developed by the faculty of the institution                 | <a href="https://www.youtube.com/@SohanlalD.A.VCoE_official">https://www.youtube.com/@SohanlalD.A.VCoE_official</a> |
| Any other relevant information  | <a href="#">View File</a>   |

#### 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)

18561548

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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 stacked 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. Most of the computers available in the college are Pentium V, along with accessories like UPS, printers and scanners etc. Internet facility is also available at 8 central places of the college viz (1) Computer Lab (2) Science Lab (3) Language Lab (4) Central Library (5) Conference Hall (6) Sri Aurobindo Study Centre (7) Principal office and (8) General Office.

| File Description                                 | Documents   |
|--|---|
| Appropriate link(s) on the institutional website | <a href="http://sldaveducation.org/">http://sldaveducation.org/</a> |
| Any other relevant information                   | <a href="#">View File</a>   |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

|   |                                |
|---|--------------------------------|
| <p><b>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</b></p> | <p><b>All of the above</b></p> |
|---|--------------------------------|

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal | <a href="#">View File</a> |
| Sample feedback sheets from the students participating in each of the initiative                                     | <a href="#">View File</a> |
| Photographs with date and caption for each initiative  | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

**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         | <a href="#">View File</a> |
| Any other relevant information | <a href="#">View File</a> |

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

A. All of the above

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template for the applicable options   | <a href="#">View File</a> |
| Institutional guidelines for students' grievance redressal                                       | <a href="#">View File</a> |
| Composition of the student grievance redressal committee including sexual harassment and ragging | <a href="#">View File</a> |
| Samples of grievance submitted offline   | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

Three of the above

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data template   | <a href="#">View File</a> |
| Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter | <a href="#">View File</a> |
| Report of the Placement Cell  | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

## 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 |
| <b>54</b>   | <b>109</b>                          |

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template                                 | <a href="#">View File</a> |
| Reports of Placement Cell for during the year             | <a href="#">View File</a> |
| Appointment letters of 10 percent graduates for each year | <a href="#">View File</a> |
| Any other relevant information                            | <a href="#">View File</a> |

### 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).

**59**

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Details of graduating students and their progression to higher education with seal and signature of the principal | <a href="#">View File</a> |
| Documentary evidence in support of the claim  | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

**21**

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Copy of certificates for qualifying in the state/national examination | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

### 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

As per the rules of the state government, student elections or student council is banned in the state however to ensure the democratic functioning in the college, educational societies are formed as:

1. Sadans (House System) - All the B.Ed & M.Ed students are divided into 6 sadans. Each sadan performs duty for a week while executing programmes like conducting morning assembly, writing news and the thought for the day, maintaining discipline, cleanliness and discharging other responsibilities.
2. Subject Associations:-

There are a number of Subject Associations/Societies in the college of which the student-teachers are the members based upon their subject specialization. These associations promote interest in their subject and other related activities.

#### 3. Alumni Associations:

The old students of the college have formed an Alumni Association. This body holds periodic meetings, conferences and workshops to promote interest for education in general and teacher education in particular.

The major activities of these associations are:

- Organizing cultural programmes
- Organizing educational tours
- Arranging extension lectures
- Organizing academic activities like seminar, workshop etc.
- Solving disputes/problems of other students
- Organizing educational rallies
- Organizing talent hunt competitions
- Plantation of trees etc.

| File Description  | Documents                 |
|---|---------------------------|
| Copy of constitution of student council signed by the Principal                             | <a href="#">View File</a> |
| List of students represented on different bodies of the Institution signed by the Principal | <a href="#">View File</a> |
| Documentary evidence for alumni role in institution functioning and for student welfare     | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

29

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Reports of the events along with the photographs with captions and dates | <a href="#">View File</a> |
| Copy of circular / brochure indicating such kind of events               | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

## 5.4 - Alumni Engagement

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

The involvement of alumni in supporting and providing contributions voluntarily to the college is important for maintaining the development. So the college establishes channel to facilitate closer ties between alumni, students and college. It provides crucial benefits in enriching the students' experience while being at the college. Every alumni has experienced being a student to becoming a unique and different graduate. Hence, there is a potential for all alumni to contribute to the institution in different ways and scales. Alumni help students get placed at their respective organizations. Alumni play an active role in

voluntary programmes like mentoring students in their areas of expertise. They could also play a significant role in contributing scholarship to deserving students. Alumni get involved with the institution and the students and help them in their career development. The mission of career development is to connect students to their future, help them to explore career paths, participate in research and internship and gain the skills necessary to succeed. Alumni work with students from their first year onwards and also provide help to navigate their career trajectory. Alumni association provides networking opportunities, building a sense of community, real world perspectives, inspiration and motivation is some of the key roles played by this association. Mentoring and guidance programmes are also organized by engaging alumni members. The Establishment of alumni association is to facilitate communication and collaborate throughout the year.

| File Description   | Documents                 |
|--|---------------------------|
| Details of office bearers and members of alumni association      | <a href="#">View File</a> |
| Certificate of registration of Alumni Association, if registered | <a href="#">View File</a> |
| Any other relevant information                                   | <a href="#">View File</a> |

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

| File Description  | Documents                 |
|---|---------------------------|
| Documentary evidence for the selected claim                                       | <a href="#">View File</a> |
| Income Expenditure statement highlighting the alumni contribution                 | <a href="#">View File</a> |
| Report of alumni participation in institutional functioning for the academic year | <a href="#">View File</a> |
| Any other relevant information.   | <a href="#">View File</a> |

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

01

| File Description  | Documents                 |
|---|---------------------------|
| Data as per Data Template   | <a href="#">View File</a> |
| Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

Alumni Association serves as Mentors offering guidance to current students. In this context Sohan Lal DAV Post Graduate (Govt. Aided) College of Education, Ambala City, Haryana. Every year alumni members come and join hands with staff members and motivate the freshly enrolled students. Alumni association is a strong pillar of this college. They make an important contribution every year in cultural and intellectual activities. Alumni association keeps record of alumni every year and new members are added. All work in collaboration with the office bearers of alumni association to contribute in each area of academic and in various other club activities of Sohan Lal DAV Post Graduate (Govt. Aided) College of Education, Ambala City. Google form is generated every year to update the list of Alumni Association.

| File Description                             | Documents                 |
|--|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

## 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 innovating 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:**

- Always thrust to learn more and more
- Enlightened and effective
- Eager to think critically
- Professionally sound
- Humane and caring
- Technology friendly
- Spiritually oriented
- Always ready to accept suggestions

**Purpose:**

- To prepare human being first
- 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, punctuality, co-operation, truthfulness and above all fraternity.
- Develop self esteem, self discipline and self respect 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 on website of the college
- By publishing it in various documents, monographs, pamphlets etc.

| File Description  | Documents                 |
|---|---------------------------|
| Vision and Mission statements of the institution  | <a href="#">View File</a> |
| List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal | <a href="#">View File</a> |
| Documentary evidence in support of the claim  | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

1. **Role Model Institute:** Our college present a role model to the other institution. Being the national level DAV management it runs different colleges, schools and university in all over the country. So the managment is open hearted in case of decentralizatio of administration at

institution level.

2. **Faith of Management in Chair:**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.
3. **Principal as Dynamic Leader:**Academic leadership is provided by the Principal of the college who has an administrative experience besides being an renowned educationist.
4. **Belief in Decentralization:**The Principal in turn assigns duties to incharges who distribute the work among the staff members of the respective committees.
5. **Staff as a guiding pillar:**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.
6. **Less Interference:**There is independent functioning of sub committees in order to accomplish the desired tasks.
7. **Constant and Hazzlefree approach:**There is constant interaction among the functional units of all the committees.
8. **Full Academic Freedom:**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 | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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.

- **Solid Plinth of Transparency:** The institution has solid plinth of transparency regarding financial, academic, administrative and other useful functions. According to the vision of the institution, in all the financial matters especially in purchases, purchase committee are formed in advance to look after the work going on in the college. Regarding the construction and maintenance of the

infrastructure, we have building committee and to help them in smooth working different purchase committees are formed 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. There is also a check of the accounts staff for all financial aspects. They have liaison with the Government Commissioner Higher Education, Haryana (HEC), University and NCTE.

- **Excellent Work Culture:** In case of academics there are Examination Committee, Discipline Committee, Library Committee and Cultural Committee etc.
- **Hard working Administrative Staff:** The administrative staff supports the Principal dealing with administrative matters. The college office is responsible for the date base of the students, examination records and general correspondence regarding college affairs. The computers of administrative staff and principal office are networked with various security systems for confidential matters.
- **Believe in Hygiene:** The support and maintenance staff is responsible for cleanliness and maintenance of infrastructure and grounds. Their work is monitored by the Head/Senior Clerk who is accountable to the principal.

| File Description   | Documents                 |
|--|---------------------------|
| Reports indicating the efforts made by the institution towards maintenance of transparency | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

## 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

1. **Sensitized Strategy through MIS:** The institution is very much sensitizing to strategic planning, team work, decision making and computerization. Regarding information on academic and administrative aspects, the institution has an

MIS (Management Information System) and the information is obtained through the following services:

- Feedback from the students and other stakeholders
- Analysis of previous performance of the students
- Taking feedback from students regarding academic and administrative aspects of the institution

1. **Preplanned Strategy for Communication and Deployment:** In case of objective communication and deployment the college adopts the following process:

- Entire schedule/programme of the session is worked out in advance in the form of academic calendar
- Staff meetings are organized regularly
- Follow up review after each and every programme and the feedback is utilized for future programmes

1. **Technology Lover Faculty and Students:** Further the Faculty members & students use ICT, PPT for delivering their lessons. For this purpose internet facility is available. LCDs are used in classrooms for teaching as well as for seminars, conferences and workshops. Email is used for communication with Commissioner Higher Education, University and Management. Video conferencing is used for extension lectures.

| File Description  | Documents   |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | <a href="http://sldaveducation.org/institutional-streategic-plan/">http://sldaveducation.org/institutional-streategic-plan/</a> |
| Documentary evidence in support of the claim                        | <a href="#">View File</a>   |
| Any other relevant information                                      | <a href="#">View File</a>   |

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.

- **Eye Vigil by the Management:** 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.

- **Crystal Clear Recruitment System:** Regarding the recruitments of the faculty proper advertisement is published in leading national newspapers. The selection is done by constituting a committee comprising of university nominee and subject experts. The selection is done at all India basis and not restricted to Haryana domicile/residents only. No compromise is made regarding the qualification prescribed by statutory and regulatory bodies.
- **Salary Structure as per Regulatory Bodies:** The salary structure and service conditions are as per regulations of regulatory bodies.

Some class IV employees are employed on part time basis and salary fixed by Deputy Commissioner time to time is given.

- **Healthy Consultation with Review Committees regarding Promotion Cases:** 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. In the area of evaluation and examination library, financial matters, construction, maintenance and repair, various institutional bodies give their suggestions for improvement.

| File Description                                | Documents   |
|---|---|
| Link to organogram on the institutional website | <a href="http://sldaveducation.org/organogram-of-the-college/">http://sldaveducation.org/organogram-of-the-college/</a> |
| Documentary evidence in support of the claim    | <a href="#">View File</a>   |
| Any other relevant information                  | <a href="#">View File</a>   |

**6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and**

All of the above

**Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students**

| File Description                               | Documents                 |
|--|---------------------------|
| Data as per Data Template                      | <a href="#">View File</a> |
| Screen shots of user interfaces of each module | <a href="#">View File</a> |
| Annual e-governance report                     | <a href="#">View File</a> |
| Geo-tagged photographs                         | <a href="#">View File</a> |
| Any other relevant information                 | <a href="#">View File</a> |

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.

• **Quality Check by Suitable Measures:** 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.

• **Rich and Hi-tech Library:** 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.

• **Regular Check on Financial Budget:** 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 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 | <a href="#">View File</a> |
| Action taken report with seal and signature of the Principal    | <a href="#">View File</a> |
| Any other relevant information                                  | <a href="#">View File</a> |

### 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

#### Conducive, Friendly and Democratic Environment:

1. The institution provides a conducive, friendly and democratic environment for efficient team work. The college takes care in providing necessary facilities to the staff.
2. Intercom, internet connectively are available in respective labs/rooms
3. The staff members are paid as per govt. norms
4. Each regular faculty enjoys contributory Provident fund facility as per govt. rules
5. They are provided TA/DA and entry fee etc. for participation in workshops, seminars, official meetings, conferences, external work related to teaching or evaluation or research
6. They can take loan from PF (Provident fund account)
7. Duty leave is given to the staff going out for any academic work i.e. research work, extension services or for attending meetings, conferences, seminars etc.
8. Leave is also given to the staff members going for refresher course, orientation course, higher studies etc.
9. On the occasion of Diwali, free liveries (uniform) and sweets are disturbed to all the class IV employees.
10. During emergency like illness, casualty of any member of the family of the staff etc., free transport facility is provided.
11. Job is given to the widow of a class IV employee who died in road accident besides monthly pension.

| File Description   | Documents                 |
|--|---------------------------|
| List of welfare measures provided by the institution with seal and signature of the Principal                  | <a href="#">View File</a> |
| List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

**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    | <a href="#">View File</a> |
| 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.**

6

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Brochures / Reports along with Photographs with date and caption | <a href="#">View File</a> |
| List of participants of each programme                           | <a href="#">View File</a> |
| Any other relevant information                                   | <a href="#">View File</a> |

**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**

**12**

| File Description                       | Documents                 |
|--|---------------------------|
| Data as per Data Template              | <a href="#">View File</a> |
| Copy of Course completion certificates | <a href="#">View File</a> |
| Any other relevant information         | <a href="#">View File</a> |

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.

**Transparent Performance Appraisal System:** The institution has mechanism in place for performance assessment. 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 are 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     | <a href="#">View File</a> |
| Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

#### 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

**1. Crystal Clear Transparency in Audits:** The institution conducts internal and external audits regularly. 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:

- Audit parties deputed by Director Higher Education Haryana to audit maintenance grant and scholarship grant.
- Audit by Chartered Accountant appointed by DAV College Managing Committee, New Delhi.
- Internal Audit of account by auditors appointed by DAV College Managing committee, New Delhi.
- Reconciliation of accounts by DAV College Managing Committee, New Delhi.

**1. Regular Monitoring of Accounts:** 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 up to 31st March of every year.

| File Description   | Documents                 |
|--|---------------------------|
| Report of Auditors of during the year signed by the Principal.                         | <a href="#">View File</a> |
| List of audit objections and their compliance with seal and signature of the Principal | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

275108

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal | <a href="#">View File</a> |
| Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given                                       | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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.

**Sound Strategy for mobilization of Funds and Resources:** Since the college is aided by Haryana Govt. for the salary of teaching and non teaching staff. Other expenditure is 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 | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

## 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

**Well Knit Coordinating and Monitoring Mechanisms: Internal Quality Assurance Cell (IQAC) of the college contributes significantly for institutionalizing the quality assurance strategies. 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
5. Discussion for the mechanism for improving the research, teaching and extension of the institution.

| File Description  | Documents                 |
|---|---------------------------|
| List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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 Appraisal of Teaching Learning Process:** The institution reviews its teaching learning process through various mechanisms including IQAC. Continuous appraisals, exposure to current trends through seminars, conferences, and 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 done 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, group discussion are adopted for continuous assessment of students performance.

2. Promoting research at

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

3. Training is provided for developing pedagogical practice through school internship programme.

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

6. Overall performances 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/chairpersons 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 | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

37

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Report of the work done by IQAC or other quality mechanisms                                      | <a href="#">View File</a> |
| List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

All of the above

| File Description   | Documents   |
|--|---|
| Data as per Data Template                                  | <a href="#">View File</a>   |
| Link to the minutes of the meeting of IQAC                 | <a href="http://sldaveducation.org/wp-content/uploads/2023/06/minutes-of-IQAC-meeting-2023-24.pdf">http://sldaveducation.org/wp-content/uploads/2023/06/minutes-of-IQAC-meeting-2023-24.pdf</a> |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC    | <a href="http://sldaveducation.org/wp-content/uploads/2023/06/AQAR-2022-23.pdf">http://sldaveducation.org/wp-content/uploads/2023/06/AQAR-2022-23.pdf</a>                                       |
| Consolidated report of Academic Administrative Audit (AAA) | <a href="#">View File</a>   |
| e-Copies of the accreditations and certifications          | <a href="#">View File</a>   |
| • Supporting document of participation in NIRF             | <a href="#">View File</a>   |
| Feedback analysis report                                   | <a href="#">View File</a>   |
| Any other relevant information                             | <a href="#">View File</a>   |

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

**Vital Role of IQAC:** 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. The case of promotion from Assistant Professor to Associate Professor and grant of Pay Band IV has been passed in Screening Committee by affiliating University to Dr. Pooja, Assistant Professor and Sh. Pawan Kumar, Assistant Professor.

| File Description                                      | Documents                 |
|---|---------------------------|
| Relevant documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information                        | <a href="#">View File</a> |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

- The college has got installed a Solar Plant which capture sunlight as a source of radiant energy, which is converted into electric energy in the form of direct current electricity.
- The basic light system of the college is very thoughtfully designed and entire building has ample sun light and cross ventilation. For example last year there were floods in Ambala leading to load shedding, electricity failure and water supply failures in that case our solar plant was very helpful in the functioning of the college.
- Our institution has taken initiative to install solar bulbs at many places in the absence of which there is always a threat to the safety of the institution at night.
- To reduce the consumption of energy, all the faculties, non teaching staff and students are well oriented and they are in habit and very conscious about putting off the lights and fans when they leave the place.
- As a primary power backup source inverter facility is available for office work which help the office work continue uninterruptedly.
- We have a generator which is being shared by the school adjacent to our college in the same premises and used as alternate source of energy for meeting power requirement in case of load shedding and sudden power off.
- Main objective of the energy management policy is to minimize energy consumption by use of energy efficient equipments and maximum use of Auto cut lights, Natural ventilation, Energy substitution

| File Description                     | Documents                 |
|--------------------------------------|---------------------------|
| Institution's energy policy document | <a href="#">View File</a> |
| Any other relevant information       | <a href="#">View File</a> |

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.

The institution pays a great attention towards maintaining clean and green environment.

1. Waste management is an important element of environment protection. Our institution is committed towards the protection of environment.
2. A proper disposal of waste of every kind is encouraged and sometimes rewarded too
3. 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.
4. The Green Clean Campus includes the use of solar energy, plants, solar water heaters etc.
5. Students are encouraged to follow a clean routine in which less waste and dirt is produced. We change the mop heads and water consistently. Staff and students are encouraged to act as ambassadors of these initiatives.
6. Proper pipelines facility is made available to flow the waste water directly to the garden areas in the campus where this water is used for watering the plants in that way we ensure the maximum reuse of water and minimize the water wastage.
7. The non degradable and non reusable wastes are sold out as plastic scraps, metals scrapes, e-waste scraps to scrap dealers.
8. Special emphasis is laid on keeping the canteen and toilets very clean. Soon after the admissions the students show negligence in this area but with constant directions, they get familiar with the idea and importance of keeping their campus clean.

| File Description                             | Documents                 |
|--|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

|   |                           |
|---|---------------------------|
| <b>7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant</b> | <b>Three of the above</b> |
|---|---------------------------|

| File Description  | Documents                 |
|---|---------------------------|
| Documentary evidence in support of each selected response         | <a href="#">View File</a> |
| Geo-tagged photographs  | <a href="#">View File</a> |
| Income Expenditure statement highlighting the specific components | <a href="#">View File</a> |
| Any other relevant information                                    | <a href="#">View File</a> |

|  |                         |
|--|-------------------------|
| <b>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</b> | <b>All of the above</b> |
|--|-------------------------|

| File Description  | Documents                 |
|---|---------------------------|
| Income Expenditure statement highlighting the specific components | <a href="#">View File</a> |
| Documentary evidence in support of the claim                      | <a href="#">View File</a> |
| Geo-tagged photographs  | <a href="#">View File</a> |
| Any other relevant information                                    | <a href="#">View File</a> |

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

- Our campus is pollution free as it is surrounded by plenty of trees. The college building is very spacious and there is no problem of ventilation. There is no any other industrial set up near by the college campus. Entire campus is filled up with the plants and trees which make the campus green.
- The college is committed to adopt well thought eco-friendly waste management system to reduce, reuse, recycle and

recover waste products.

- The institution has put forth its sincere efforts to maintain cleanliness and sanitation. Cleanliness work is equally distributed among them. Every corner of the institution is cleaned every day.
- Sufficient equipment like brooms, wipers are made available to use for the cleanliness work. Dustbins are kept in each classroom, office, staff cabins, library etc.
- To sanitize the washrooms/toilets disinfectants are made available by the institution. Safai Karamchari is appointed to clean the toilets.
- Maintaining cleanliness in the library is a tough task because insects such as book-worms or silver fish can damage books. So to prevent from this all the cub-boards are cleaned frequently using vacuum cleaner.
- Computers, key boards, mouse and other accessories related to the electronic devices are cleaned dedicatedly by using brush to prevent from damage.
- We have three water tanks for the daily use of water which are regularly cleaned by the expert persons hired from outside. Also we have hired an expert for regular cleaning of solar panels.

| File Description                                     | Documents                 |
|--|---------------------------|
| Documents and/or photographs in support of the claim | <a href="#">View File</a> |
| Any other relevant information                       | <a href="#">View File</a> |

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

All of the above

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

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

8740

| File Description   | Documents                 |
|--|---------------------------|
| Data as per Data Template  | <a href="#">View File</a> |
| Income Expenditure statement on green initiatives, energy and waste management | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

Sohan Lal DAV Postgraduate (Govt. Aided) College of Education, Ambala City, Haryana is affiliated to Kurukshetra University, Kurukshetra and located at prime location of Ambala City, providing all facilities to students and visitors and is easily accessible for all.

The institute has conducted various activities in its endeavor to leverage the local environment, locational knowledge and resources, community practices and challenges.

**Local Environment:**

A Swachh Abhiyan programme was conducted where pupil teachers participated in cleaning the campus premises, conducting cleanliness and hygiene session. the institution has focused on several community and social issues and conducted activities to sensitize the pupil teacher and the community reach out to the less privileged in society and to contribute in different ways to the welfare of the society. Students have easy access for observation of classroom teaching, internship in the schools to practice skills learnt and teaching practice in the schools to deliver lessons.

**Locational Knowledge:**

The institution has endeavored to spread awareness on environmental issues through a poster making competition on sustainable living, cloth bag making competition, environment day etc.

**Community Practices:**

The institution has leveraged the locational knowledge and resources to a great extent by organizing expert talk sessions on mental health. Value added courses on Bhagavad Gita, Dharam Shiksha, Art & Craft and Importance of Reading a Book were conducted to inculcate moral values among the pupil teachers and the community.

| File Description                             | Documents                 |
|--|---------------------------|
| Documentary evidence in support of the claim | <a href="#">View File</a> |
| Any other relevant information               | <a href="#">View File</a> |

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

A. All of the above

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

## 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

Sohan Lal DAV Post Graduate (Govt. Aided) College of Education, Ambala City, Haryana has established and maintained extensive contacts with local educational institutions, practicing schools, colleges, social service organizations like District Red Cross Society, Rotary Club, 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 & Pedagogical Practices
- Use of QR Codes in Education and Learning
- National Level Havan Yajna Competition
- Bhagvad Gita Course
- Art & Craft (PIDILITE Course)
- Orientation Programme for students
- Patent & Copyright
- Career Fest

- Yoga Classes etc.
- Informal Curricular & Pedagogical Practices

| File Description  | Documents                 |
|---|---------------------------|
| Photos related to two best practices of the Institution | <a href="#">View File</a> |
| Any other relevant information                          | <a href="#">View File</a> |

### 7.3 - Institutional Distinctiveness

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

The integration of QR Codes in our institution to enhance efficiency and accessibility for innovative learning.

- Keeping in view the need of giving a different learning environment to the Pupil Teachers, the institution generated QR codes. The main purpose behind generating QR codes is to supplement their learning training requirements.
- QR codes in education help teachers disseminate instructional material and facilitate an engaging learning process for the students.
- The objectives behind the generation of QR codes are to eliminate the traditional barriers in learning
  - To give the privilege of accessing content in one location
  - To decrease printing expenses
  - To enhance the classroom learning by QR codes
  - To adopt the alternative way of teaching and learning
- Our college uses QR codes to grant access to digital resources such a e-books, online journals, syllabus of B.Ed. and M.Ed., Question paper bank previous ten years of KUK, Biographies of Raja Ram Mohan Rai, Smt. Indira Gandhi, C V Raman, Sheed-E-Azam Bhagat Singh, Chandra Sekhar Azad, Dr APJ Abdul Kalam, Swami Vivekanand, Dr Bhim Rao Ambedkar, Mother Teresa.

- By scanning QR codes, students can easily access relevant materials using their smartphones or tablets, promoting a seamless learning experience.
- The integration of QR codes in our institution has revolutionized various aspects of campus life from administrative processes to interactive learning experience. As technology continues to evolve QR codes are integral tool for learning efficiency and engagement within educational settings, saving time and reducing paper work.

| File Description  | Documents                 |
|---|---------------------------|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |