



## YEARLY STATUS REPORT - 2020-2021

### Part A

#### Data of the Institution

<b>1.Name of the Institution</b>		<b>DEV SAMAJ COLLEGE OF EDUCATION</b>
• Name of the Head of the institution	Dr. (Mrs. ) Agnese Dhillon	
• Designation	Principal	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	01722603241	
• Mobile No:	9814780833	
• Registered e-mail ID (Principal)	info@devsamaj.org	
• Alternate Email ID	devsamaj36@gmail.com	
• Address	Sector 36-B	
• City/Town	Chandigarh	
• State/UT	Chandigarh	
• Pin Code	160036	
<b>2.Institutional status</b>		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Women	
• Location	Urban	

• Financial Status	Grants-in aid				
• Name of the Affiliating University	Panjab University, Chandigarh				
• Name of the IQAC Co-ordinator/Director	Dr. Anita Nangia				
• Phone No.	9872096677				
• Alternate phone No.(IQAC)					
• Mobile (IQAC)					
• IQAC e-mail address	anitanangia@gmail.com				
• Alternate e-mail address (IQAC)					
<b>3.Website address</b>	<a href="https://devsamaj.org/pdf/IQAC_Formation-19-20.pdf">https://devsamaj.org/pdf/IQAC_Formation-19-20.pdf</a>				
• Web-link of the AQAR: (Previous Academic Year)					
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:					
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	Four Star	Nil	2001	22/03/2001	21/03/2006
Cycle 2	A	3.12	2010	26/03/2010	25/03/2015
Cycle 3	A	3.22	2017	02/05/2017	01/05/2022
<b>6.Date of Establishment of IQAC</b>			10/06/2006		
<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
Dev Samaj College of Education	Research project	SCERT, U.T., Chandigarh	01/06/2021	20689
Dev Samaj College of Education	Seminar	Panjab University	15/06/2020	20000
Dev Samaj College of Education	Seminar	DCDC	16/06/2020	40000

<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>	<b>Yes</b>
<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>6</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>Yes</b>
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>	<b>120000</b>

<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>
<p>Two-days National Webinar on "Insights of National Education Policy 2020- Higher and School Education" from 31.08.2020 to 01.09.2020 and National Webinar on National Education Policy-2020: Bringing Reforms in Teacher Education Institutions And Future Prospects (29-12-2020)</p> <p>9 Value Added Courses- Going beyond the prescribed curriculum</p> <p>Development of three MOOC courses Sensitization programmes on</p>

environmental consciousness, gender equity inclusive education and other social issues Training programme on online teaching for government teachers of Punjab, MoU signed and the course uploaded on DIKSHA Portal of Punjab

**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).**

NAAC

Plan of Action	Achievements/Outcomes
<p>To further the academic excellence of the Institute by procuring LMS, to develop MOOCs , Online value added courses and online transaction of curriculum to facilitate online teaching learning process in the times of COVID 19</p>	<p>100 percent results in all the courses 2. Meritorious positions in all the courses 3. Orientation programmes regarding latest methods and techniques of teaching 4. Implementation of latest methodologies and techniques in the TLP</p>
<p>To initiate certified Value Added to enhance the employability and professional and social skills of the students</p>	<p>One Week Course on "Digital Teaching Learning" from 29th June 2020 to July 5th 2020 Eight Week Value added Course on "Soft Skills" from 5.08.2020 to 4.10.2020 Four week Value added course on "Life Skills Education" from 19.10.2020 to 15.11.2020 Four week Value added course on "Life Skills Education 2.0" from 14.12.2020 to 10.1.2021 Ten Days Value Added Course on Learning Disabilities.from 22.3.2021 to 31.3.2021 Three Week Value Added Course on Enhance Your Personality from 22.3.21 to 11.4.21</p>
<p>Develop MOOC programmes particularly related to ICT in teaching Learning</p>	<p>Two Week E-course on "Learn to Teach Online" from 15th July 2020 to 28th July 2020 2. Two Week E-course on "Transition from Blackboard to Broadband: Online Training for Online Teaching from 27th July 2020 to 8th August 2020 3. Two Week E-course on "Learn to Teach Online-II" from 20th August 2020 to 3rd September 2020 4. MOOC for Developing Low Cost Education Material (for students of IETVE, PU, chd) from 12th October 2020 to 12th November 2020 5. 15 Days MOOC on Fundamentals of Music from 15.5.2021 to 29.5.2021</p>

To Develop digital Language Lab to enhance the Linguistic skills of the students	Language lab upgraded
To encourage and facilitate the students for self study courses offline and Online	students motivated for self study courses by providing facilities like availability of library and internet facilities in the college provision of library period in the library and guidance from teachers
Organize Awareness programmes to familiarize the students with the diversities in school systems at at national and international level	Webinar on Strategies for inclusive teaching for children with Visual Impairment on 11.5.21 2. Webinar on implementing Sign Language in the classroom 3. Webinar on Assistive Technology for Children with Special Needs 4. Visit to REHAB Center sector 28, Chandigarh on 6.2.21
To encourage teachers to adopt multiple mode approach to teaching learning for enhancement of students' learning	teachers implemented blended mode during teaching learning process
Encourage students to use ICT in teaching learning situations	Students given training to use ICT in teaching learning situations
To provide exposure to students about recent developments in the field of education	National Webinar on insights of National Education Policy 2020: Higher and School Education on 30th and 31st August 2020 2. National Webinar on "National Education Policy-2020: Bringing Reforms in Teacher Education Institutions and Future Prospects" on 29.12.20 3. Workshop on National Education Policy-2020 with regard to existence of standalone Teacher Education Institutions

<p>To strengthen professional growth of faculty members by motivating the faculty to attend online webinars, Faculty Development Programmes and conferences</p>	<p>faculty members attended online webinars, and FDPs</p>
<p>To nurture creativity innovativeness and competencies among students through specially designed activities</p>	<p>National ART Competitions on 28th July, 2020  2. Sur Sanj - Online Music competitions on 10.08.20  3. Sadbhawna Ke Sawar on line Music Competition on 26.08.20  4. Inter College Health Fitness Marathon 2020 on 2.10.20  5. Inter college Power Point Presentation competitions to mark Vigilance Awareness Week from 27th October 20 to 2nd November 20  6. Inter College competitions on Eco Diwali on 15.11.20  7. Inter college article writing, power point presentation and poster making competitions in "A Year with Corona" from 23rd Nov. to 10th December 2020  8. Inter college competitions on poster making, pamphlet making and power point presentation to celebrate World AIIDS Day on 1.12.20  9. Online quiz competition on Our Constitution on 26.11.20  10. Inter college Quiz competition to celebrate National Youth Day on 16.01.21  11. Inter college poem recitation and speech competitions on Parkarm Diwas to mark 125th Birth Anniversary of Subhash Chander Bose on 23.01.21  12. Inter college Game Designing, Video message recording , Poster making and Power Point Presentation making competitions to celebrate National Voters' Day on 23.1.21</p>



<p>To organize professional development programmes for teachers and administrative staff</p>	<p>National Webinar on insights of National Education Policy 2020: Higher and School Education on 30th and 31st August 2020 2. Online Webinar on "Staying Inspired in the Times of Crisis: Leading from Within on 09.10.20 3. Online Workshop on "Goodbye Stress and Welcome Joy: Leading from Within on 16.10.20 4. Interactive Talk on "Symptoms and Signs of HIV Infection" on 28.10.20 5. National Webinar on "National Education Policy-2020: Bringing Reforms in Teacher Education Institutions and Future Prospects" on 29.12.20 6. Workshop on National Education Policy-2020 with regard to existence of standalone Teacher Education Institutions 7. Webinar on Strategies for inclusive teaching for children with Visual Impairment on 11.5.21 8. Webinar on implementing Sign Language in the classroom 9. National Webinar on Conservation of Biodiversity on 22.5.21 on International Biodiversity Day 10. Webinar on Assistive Technology for Children with Special Needs</p>
<p>Strengthen research capacity of faculty and students</p>	<p>Interactive sessions on research organized for students and faculty</p>
<p>To strengthen community outreach and students' participation in national priority programmes and sensitize students to social issues</p>	<p>1. 7 Days NSS Camp from 4.2.21.to 10.2.21 2. Visit to REHAB Center sector 28, Chandigarh on 6.2.21 3. Green and Clean Energy awareness Campaign on 7.02.21 at village Kajheri 4. Rally on Save Girl Child at village Kajheri 5.</p>



	Nukkad Natak on Myths of Mensuration at Village Kajheri
To procure more linkages and MOUs with other organizations to facilitate faculty and students exchange and research activities	3 Mou Signed
Augmentation of infrastructural facilities	ICT lab and library upgraded
Organization of gender Equity promotion programmes	Workshop on Gender Sensitization on 16.07.2020 2. Celebration of national girl child day on 23.01.21 3. Workshop on women empowerment on 8.2.21 4. Panel Discussion on International Zero Discrimination Day on 1.3.21 5. Online webinar on International Women's Day on 8.03.21 6. Interactive talk on Transgenders : Giving Social acceptance 7. Webinar on "Know Your Rights" on 29.5.21 8. Lecture on Sexual Harassment of Women at Workplace on 31.5.21
Sensitization programmes on Environmental consciousness and sustainability	Tree plantation Campaign on 22.07.2020 2. Organization of Akshay Urja Diwas on 26.08.20 3. Celebration of world Ozone day on 16.9.20 4. Wildlife Week Celebrations from 01.10.20 to 07.10.20 5. Celebration of Pashu Jagat Diwas on 19.10.20 6. Interactive Talk on Eco Friendly Diwali on 13.11.20 7. Quiz to celebrate National Energy Conservation Day on 14.12.20 8. Lecture on environmental ethics : Issues and approaches on 10.2.20 9. State level Seminar on Medicinal Plants and Herbal Gardens on 12.3.21 10. Celebration of Earth Day on 22.4.21 11. Competition on Interdisciplinary approach to

	teaching Environment on 22.5.21
To organize placement drive for maximum students placements	Placement drives conducted successfully
Seek more participations from the alumni for the development of the institution	Alumni invited to deliver extension lectures to the students
To facilitate the functioning of IQAC for institutionalizing the quality assurance strategies	Academic and financial audit, feedback from stakeholders
Activities to promote human values and professional Ethics	Celebration of NSS Day 2. International Day of Older People on 01.10.20 3. Interactive Session on Myths and facts regarding COVID 19 4. Celebration of maat pita santan diwas
Activities to inculcate cultural values among students	Organization of various activities under Ek Bharat Shreshtha Bharat Scheme 2. Celebration of Hindi Diwas on 14.09.20 3. Celebration of Children's Day on 14.11.20 4. Celebration of cultural festivals like Lohri celebrations, Basant Panchami and Baisakhi
Celebration of important national and international days	Important national and international days like International Yoga Day, independence day, Sadbhavna Diwas, World Literacy day, Gandhi Jayant, iNational Mathematics Day, National Youth Day , National Voters' Day Republic day etc. Celebration of International Mother Language Day on 16.2..21 International Labour Day on 1.5.21
<b>13. Whether the AQAR was placed before statutory body?</b>	Yes

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Dev Samaj Managing Council	02/02/2022

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

Year	Date of Submission
2020-21	22/02/2022

**Extended Profile****2.Student**

2.1	303
Number of students on roll during the year	

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

2.2	230
Number of seats sanctioned during the year	

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

2.3	78
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	188
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	<b>188</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	<b>195</b>
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4. Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	<b>5810340</b>
4.2 Total number of computers on campus for academic purposes	<b>42</b>
<b>5. Teacher</b>	
5.1 Number of full-time teachers during the year:	<b>24</b>
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2 Number of sanctioned posts for the year:	<b>32</b>
<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

The college strictly follows the curriculum prescribed by the Panjab University and give its valuable inputs by participating in curriculum revision workshops and in the meetings of Board of Studies. Here are certain "Quality Enhancing Academic Strategies" of our institution, which add value to the effectiveness of teaching-learning process of prospective teachers. These are detailed below:

- Induction meeting by IQAC to plan out the detailed schedule of curricular and co-curricular activities in the session.
- Daily Planners are maintained by the staff members, in which they enter their weekly planning, and the head of the institution does periodic review and if any drawback is traced, it is reported to the concerned person for remedial purpose.
- National level workshops/seminars are organized to discuss revision of curriculum construction as per the requirements of contemporary global world.
- The faculty contributed actively in critically analyzing the section related to Teacher Education in National Policy of Education 2019, and attended the meeting with the higher authorities to discuss the agenda.
- Educational tours with the purpose to supplement the theoretical knowledge with practical one are frequently organized by the institution.
- Workshops regarding planning of lessons with latest methods are organized , where subject experts from different institutes put forward their valuable inputs, which are further forwarded to the concerned.
- Inviting experts or resource persons for disseminating latest knowledge regarding evaluation techniques and methodology in various subjects.
- Moral & Value Education is an integral part of our curriculum. Classes are held twice a week taken by the head of the institution.
- Latest technology is used for the transaction of curriculum. Training in soft skills (developing In the teaching practice, it is now mandatory to make ICT enabled digital lesson plans and to deliver them as well. ICT lab and Language lab have been upgraded for the same.
- Exposure to technology (Latest methodology using power point presentations, access to online courses, MOOCS, using smart

boards, and E-beam technology in classroom teaching) is given to students.

- Experts are invited to conduct workshops or deliver lectures to develop various life skills namely, body language mastery, develop IQ, EQ and SQ, communication skills, personality development, stress management, leadership skills, interview skills, public speaking, time management, organisational skills in students.

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	No File Uploaded

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

**A. All of the above**

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	No File Uploaded

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

A. All of the Above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="http://devsamaj.org/pdf/final-plo's-and-clo's.pdf">http://devsamaj.org/pdf/final-plo's-and-clo's.pdf</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	No File Uploaded

## 1.2 - Academic Flexibility

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



**including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

20

File Description	Documents
Data as per Data Template	<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="https://devsamaj.org/pdf/time-tables-1.pdf">https://devsamaj.org/pdf/time-tables-1.pdf</a>
Any other relevant information	Nil

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

09

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

09

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	No File Uploaded

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

667

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

667

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	No File Uploaded

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

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	No File Uploaded

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

4

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

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	No File Uploaded

### 1.3 - Curriculum Enrichment

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

- The teacher educators focus on educating the minds and spirit of student teachers by providing them value-based education and provide such learning environment ( NSS camp, blood donation camp, visit to various outdoor clubs mentioned in the prospectus) that fosters character building and helps them to lead a life of learning and service. They develop critical capacities among students to use research findings through assignments and meaningful projects as a basis for improving their teaching. The college aims at producing competent teachers, who have the theoretical knowledge and understanding, combined with practical skills, proficiencies and commitment for work to enhance the quality of education. The curriculum also aims to provide them exposure of diverse people and cultures through youth festivals, seminars/workshops, indoor club activities etc.to bring peace and harmony in the four kingdoms i.e., plant kingdom, animal kingdom, inanimate kingdom and the kingdom of human beings. The craft subjects facilitate them in enhancing their aesthetic sense and makes them vocationally competent for their future endeavors. The institution provides well-resourced infrastructure having a clean, warm, comfortable and attractive ambience and acquaints the student teachers with the impact of globalization on education and prepares the students to imbibe such qualities which would prove beneficial

to them to meet the emerging needs such as:

- Exposure to technology (Latest methodology using power point presentations, access to online courses, using smart boards, and E-beam technology in classroom teaching)
- Training in soft skills (developing high self-esteem, body language mastery, develop IQ, EQ and Social Intelligence, communication skills, personality development, stress management, leadership skills, interview skills, public speaking, time management, organizational skills).

The ultimate aim is to assist the prospective teachers with career advice and progression as appropriate

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

As per the syllabus of Panjab University of B.Ed. Semester 1, the teacher educators familiarize the students with the concept of contemporary Indian schools with respect to types of schools; general types, schools by means of ownership, schools by means of educational board affiliation, their functioning and problems, through the Paper titled 'Education in Contemporary India'. Further they are also sensitized regarding different assessment criteria adopted in schools, norms and standards being followed in different schools. During their pre-internship programs of 15 days each, the prospective teachers are able to identify the existing differences prevailing in urban and rural schools with respect to differences in social background of students, medium of instruction, methodology adopted by the teachers, infrastructure, scholarships offered etc.

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	No File Uploaded

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

The students undergo training programmes in different schools. With the introduction of two year B.Ed. course the internship programme is divided into three parts i.e., two pre- internship programmes of 15 days each in the first and second semester and one comprising of the whole third semester. Before going to the schools for practice teaching, the prospective teachers are familiarised to the teaching learning process through simulated teaching, and are provided with the feedback by their peers and the concerned subject teachers. The college gives ample opportunities to students to expose themselves fully to classroom teaching and school environment to make them refined teachers. To foster the attitude of respect for people of all walks and to promote the spirit of oneness in students, community Service forms the integral part of the curriculum. This is addressed in our objectives as well. To inculcate the feeling of social responsibility, various indoor and outdoor clubs have been formed which the student joins according to their own interest. These include Legal Awareness and Human Rights Club, Environment Club, Red Ribbon club, Music Club, Press Club etc. To assist with career advice and progression as appropriate, the College strives to place its students in premier institutions. The students get training in resume writing, life skills, soft skills and also get acquainted with tips about facing interviews with courage. Placement drive is the annual feature of the college. To provide well-resourced infrastructure having a clean, warm, comfortable and attractive ambience.

Keeping in mind the recommendations of NCF(2005), we understand the importance of protecting and conserving the environment. The college provides well-resourced infrastructure having a clean, warm,

comfortable and attractive ambience .Environment education and gardening have been offered as optional subject and craft respectively in the B.Ed. curriculum. To promote awareness regarding issues of ecology and environment, the college has very active environment club in addition to Herbal garden, rain harvesting, solar plant, segregation of e-waste in addition to dry and wet waste.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 1.4 - Feedback System

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

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	No File Uploaded

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<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	No File Uploaded

#### TEACHING-LEARNING AND EVALUATION

<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Enrolment of students during the year</b>	
303	
<b>2.1.1.1 - Number of students enrolled during the year</b>	
195	
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	No File Uploaded
<b>2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year</b>	
17	
<b>2.1.2.1 - Number of students enrolled from the reserved categories during the year</b>	
17	
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	No File Uploaded



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

01

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

01

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	No File Uploaded

**2.2 - Honoring Student Diversity**

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

The learning levels of the students are assessed by teachers using Entry behaviour tests in the initial classes of every subject. After appropriate assessment of the test, Specific teaching-learning methodologies to cater the different needs of students are then implemented. The faculty follows an integrated approach. Traditional teaching methods are aided by new age technological methods to make learning more engaging and relatable. Tutorials, value added courses and extra classes are organized for students so as to provide special coaching in areas where they need support.

Additional reading material and books are suggested and are made available to increase their understanding of the subject. Web- links are also suggested to the students to help them gain an in-depth knowledge of the subject. Bilingual approach is adopted for explanations and discussions in the class with the aim of reaching out to each and every learner so that they can be brought at par with the rest of the class. Personal, academic and career-related counselling is given from time to time. Assignments and group projects are given and evaluated on a regular basis.

Peer learning is encouraged through group discussions and

presentations. This aids in building a culture of team work and helps to develop leadership as well as interpersonal skills. The teachers assess the calibre of the students in informal settings such as during tutorials, classroom behavior and interaction outside the class.

Various academic and co-curricular activities are organized to optimize the potential of learners. Students are encouraged to participate in inter as well as intra college competitions. The faculty helps the students (M.Ed.) to select relevant research areas and publish papers in the field of their choice. They are suggested advanced readings in the relevant topics to enhance their understanding of the subject. They are encouraged to help and provide support to the weaker students by engaging in group discussions and presentations. They are given an opportunity for micro teaching in the class as well as making individual presentations.

The College library has the Inflibnet facility and other e-resources to help the advanced and weaker learners to broaden their horizons.

Advanced learners are encouraged to upgrade their knowledge and skills through add-on courses provided by the college along with special lectures organized by expert resource persons.

Students are given recognition for their achievements at various forums in terms of cash awards, medals, appreciation certificates and scholarships. They are also motivated to secure rank and distinction in University examination.

Fee concession is given to the deserving candidates from economically weaker section.

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	No File Uploaded

**2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis**

All of the above

**of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs**

File Description	Documents
Data as per Data Template	<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	No File Uploaded

**2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity**

Two of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	<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	No File Uploaded

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

13:1

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

24

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	No File Uploaded

**2.3 - Teaching- Learning Process**

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

A variety of instructional approaches are used by the teachers depends on the content of the curriculum, according to the previous experiences and knowledge of the students, their interests, learning styles, and the developmental needs such as direct instructions, indirect instructions, experiential learning, facilitated study, interdisciplinary approach, constructivist approach, peer learning, cooperative learning, demonstrations, discussions, lectures, tutorials, cooperative learning techniques, brainstorming, questioning, ICT enabled teaching and learning etc. The teachers employ an interactive approach through discussions, oral group presentations to encourage greater participation and interactive learning. Recordings of online classes are shared with the students to enable them to study and learn at their own pace.

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	No File Uploaded

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

19

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://devsamaj.org/e-content.php">https://devsamaj.org/e-content.php</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**

195

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	No File Uploaded

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

**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://devsamaj.org/e-content.php">https://devsamaj.org/e-content.php</a>
Any other relevant information	No File Uploaded

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

The college provides a variety of provisions to support and enhance the effectiveness of the faculty in teaching and mentoring of students. The work culture of the college is quite conducive for the professional growth and competence of the faculty as well as the prospective teachers (students).

Continual mentoring is provided by teachers to imbibe quality teaching practices that honour diversity and create classroom environments. A warm and conducive environment is provided that supports personal, social and academic success for all students. They are enriched further by arranging talks on the themes like Communication Skills, New trends in teaching methodologies, inclusiveness and Life skills.

A faculty member is a mentor for a group of 10-15 students whom he/she consistently monitors for academic and personal issues over their academic period. The mentor looks into matters regarding the academic performance, discipline, completion of academic requirements, health issues and grievances if any. The mentor is the first person whom the student approaches for any personal or academic guidance. The mentor interacts with the parents for a comprehensive understanding of the problems faced by the students if needed. Students from rural background are motivated to boost their confidence levels and be part of the main stream. It is the duty of the mentor to identify the students performing exceptionally well in



curricular or co-curricular activities and those who are in need of additional academic support so that remedial classes may be held for them. The advanced/bright/gifted learners are provided with enrichment classes. The mentor also keep a track of the academic performance of mentees including continuous assessment, term and examination and help the mentee through counselling or by arranging remedial teaching, if necessary. The mentors also identify the students whose performance/attendance is below the norms. The mentors interact with the students and try to find out the reason of their poor performance/ absence from the college. The mentor observes and monitor the attendance of the mentee. They advise and take necessary follow up action with regard to students who do not meet the attendance norms of the college.

Mentor is also accountable for sanctioning their leave for upto 2-days. In case they need more leave, then their applications are forwarded to the principal. The mentors provide the tips to the mentees regarding studies, personal counselling, guidance regarding career choices, to get success in the university examinations, availability of books and journals in different courses, fees, college admission process, scholarships etc. The mentor-mentee arrangement has become very successful as a mentor is responsible for small group of students throughout the year and even maintains a lien after the completion of the course. The mentees are required to maintain student diaries which are collected at the end of the year. In the year 2020-21 due t the pandemic situation, student diaries were collected online in pdf formats by each of the mentors. Various data from the students are also collected through mentor-mentee system such as record of their achievements, enrolment in higher studies, placements, record of NET-SLET/CTET or any other entrance test cleared by them even after they pass out from the college.

The system of mentor-mentee has become instrumental in blending the harmonious relationship between the learner and the teacher and institution at large. It has created an atmosphere of mutual trust.



File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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	No File Uploaded

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

All the time students are encouraged to make best use of various opportunities provided to them in the teaching learning process and otherwise as well to nurture their creativity e.g. there was this student Biny, very talented in music and art skills but due to some personal reasons didn't have enough confidence to come forward and moreover would start crying at small instances and was diagnosed with Borderline Personality Disorder. She was facing complexes as she had no experience of face to face formal education before B.Ed. But with the encouragement of the principal, her mentors, college counsellor and few other teachers she not only participated in various music and art events but gave some solo performances also. Moreover she had come for B.Ed Course only , but liked the college so much and because of affection and inspiration of teachers has joined M.Ed also this year. In M.Ed also , she is now leading the class ias

a Class Representative. Her notes are always ready. Sometimes she will remind the teachers if they forget anything. She is so good in Technology always comes forwards to help the teachers for making online brochures and invites etc.

Vaishali had performed poorly on entry behaviour tests initially and had no idea about the B.Ed programme. She also had a variety of emotional issues, but due to constant academic mentoring and encouragement she turned out to be a brilliant student academically as well as emerged as a strong student organizer. She managed the stage well. The list of her achievements is as follows:

She hosted the One day National Webinar on "Blended Learning: Practices Issues And Challenges" on 21st sept 2021. She made sure the sound functioning of the event by working as a student organizer. She smoothly conducted and hosted the Expert Lecture on "Sexual Harassment Of Women At Workplace" on 31st May 2021 as a student organizer. Apart from this the Invite brochure of the same was made by her. She was the student Organizer of National Webinar on 'Teaching Methodologies for 21st century Teacher' on 8th June 2021.

She hosted the function and made sure the smooth conduct of queries among the students and the resource person. Vaishali in her B.ed 2nd semester was the Student organizer for the the National webinar on 'Mindfulness- A way of life' on 16th Oct. 2021. She was the host of the event and as well as made the brochure invite for the same. She hosted a College event on the eve of Teacher's and 72nd Republic Day and National Voter's day on 26th Jan 2021.

She bagged 2nd prize (team) as a participant in Theatrical event of Skit on the theme Corona and its consequences on the common people. First time participant in the Heritage item in the Vaar Singing, she bagged Individual Third prize. First time participant in the poetry recitation competition with her self written poem "Meri Aabroo" stirred by the Afganistan attacks on women. She won 1st Prize at Panjab University Zonal Youth Fest. First time participant in the Heritage item in the Vaar Singing, she bagged Individual Third prize.

She was also recognized and honoured consecutively twice by an NGO BHARAT VIKAS PARISHAD for rendering services in the form of extra classes to the 10th Grade Board students of Government Model High School, Dhanas, Chandigarh of EWS category. Remuneration of 5000/- in the month of June and September 2021.

On the occasion Dev Samaj College of Education's 40 years of completion and celebration, Ruby Jubilee Alumnae meet and Farewell function was organized. She was the host speaker of the very event and wonderfully kept the spirits up of the audience high.

Another student named Nidhi Sehgal was admitted in college in PWD category She had a host of personal problems despite her physical disabilities ( one leg is Polio affected). She was mentored and counselled throughout the session and despite of her numerous problems, she participated in all the activities of the 7 days NSS Camp enthusiastically organized by Dev Samaj College of Education, Sector-36-B, Chandigarh on the theme of 'Health, Hygiene and Environment' from 04-02-2021 to 10-02-2021 in the adopted village Kajheri.

These are true examples of how an institution can nurturing creativity, life skills, empathy among its students with right kind of mentoring and academic and emotional support. But for this the counsellor and other teachers had to spend hours at length to get them out of the hole.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.4 - Competency and Skill Development

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

Seven/Eight 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 with video graphic support wherever possible	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Ten/All of the above

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	No File Uploaded

**2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different**

All of the above

<p><b>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</b></p>	
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	No File Uploaded
<p><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 Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</b></p>	<p><b>All of the above</b></p>
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	No File Uploaded
<p><b>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</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 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	No File Uploaded

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

Three 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	No File Uploaded

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

Three of the above



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Before the start of internship programme, the list of identified schools is sent to D.P.I. office for approval. On receiving the approval, the school principals, teacher incharges, and the concerned students are also notified .Orientation of students is held regarding regulations and guidelines of attendance etc. Teachers personally visit the schools to meet the principals and school mentors regarding distribution of time table etc. Students and school teachers are oriented regarding various assessment criterias. So the internship is carried out in a very well planned manner. The pre internship is held twice in two different settings in Rural and Urban schools in First and Second semesters.

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

100



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
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	No File Uploaded
Any other relevant information	No File Uploaded

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

For monitoring purposes, each school is designated to a teacher. He/She is the one who coordinates with school principal, school mentors and the internee students. The teacher is in constant touch with the school, visits the school intermittently. The school mentors also keep the college teachers informed about the performance of interns. Moreover, one or sometimes two students are made leaders of the group who also keep tab of time table adjustments or other aspects like any challenges they face in the school, they also keep the

TEI's teachers informed. School Principals on their part instruct their subject teachers whose classes are being taken by the interns to sit in the class while the intern is taking it so as to monitor and aid the intern in case, she faces any issues. So, mentoring of internship is quite active and robust.

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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	No File Uploaded

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

Five of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.5 - Teacher Profile and Quality

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

17

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	No File Uploaded
Any other relevant information	No File Uploaded

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

16

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	No File Uploaded

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

321

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

321

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Teachers keep on attending various seminars, conferences, workshops, FDPs (online and offline), present papers at various forums, organise all such events. They are invited to various forums to present papers, chair the sessions, give expert lectures. All these experiences help the teachers to grow professionally. Lot of them have written and are writing books, have published papers in journals, contributing chapters to books. Most of the teachers are members of various online libraries. The institution has subscribed various online journals which are a great source of latest information to teachers. The teachers of Dev Samaj College of Education put in their best efforts to grow professionally. The documentary evidence of the same is presented under criteria 3 and 6.

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.6 - Evaluation Process

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

Internal evaluation as prescribed by Panjab University norms is strictly followed by the college. The students are evaluated at two levels, college and the University. In theory papers, 20% component of the evaluation is carried out at the college level .The remaining 80% of the evaluation is done at the university level by way of semester-end examinations. In the case of papers with the practical component, methods as per their course requirements and in the best interest of students are adopted. The internal assessment is carried out based on a Continuous evaluation process using internal

assessment and semester-based evaluation twice a year. Various methods are used by faculty members for internal evaluation, a few of them are:

1. Evaluation methods followed for internal assessment include written tests, presentations, assignments, etc.
2. Attendance which is part of the internal assessment is updated regularly and displayed on the college notice board
3. The internal assessment marks too are uploaded online
4. During the year 2020-21, due to Pandemic the entire internal assessment evaluation has been carried out in an online manner. The teachers have taken assessments on email or Google Classrooms. Presentations have also been taken through Google meet wherever applicable.

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	No File Uploaded

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

Five of the above

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	No File Uploaded

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

The institution has a well-defined system in place to deal with examination related grievances. The Grievance and redressal Cell helps in direct communication of the students with the Management. Locked boxes are kept in the college and Hostel, through which students can communicate their grievances. The teacher incharge of the grievance and redressal cell in 2020-2021 are Mrs. Shefali Cheema (Convener) Dr Harpreet Kaur.

The College displays internal assessment on display board where each student can view her total assessment marks at the end of each semester and can report discrepancies, if any, within a specified time period after which the marks are finally uploaded on the University portal.

The faculty addresses the rightful grievances of the students pertaining to the marks obtained in the internal assessment.

The evaluated papers related to internal examination consisting of class tests, assignments, projects, etc. are returned to students with detailed remarks and suggestions for improvement. Any query of students regarding the feedback and evaluation is thoroughly addressed by the respective teachers. The marks are sent to the university only after each student has been given ample opportunity and time to review and register her complaint, if any. If any error is detected in the final mark-sheet in spite of rigorous scrutiny, it is promptly reported to the University by the College.

.



File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Before the commencement of the academic year, the academic committee of the Institution prepares the 'Academic calendar' in consultation with the academic calendar received from the Panjab University, Chandigarh. It is available on the college office and also published on the college website and prospectus. It contains relevant information regarding the teaching learning schedule (working days), various events to be organized, days and weeks to be celebrated, holidays, dates of internal examination, semester examination etc.

The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process. The calendar is also reflected in the daily planners of the teachers.

Every teacher is required to adhere to the academic calendar and plan their day-t- day activities accordingly. Teachers are assigned the subjects to be taught during the academic year beforehand in staff meetings. The Academic calendar is forwarded to the IQAC for undertaking various quality initiatives during the year. The IQAC compiles the inputs received from the various teachers and prepares a comprehensive plan uploaded on the college website.

## 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.

Learning outcomes form an integral part of college vision, mission and objectives. The learning objectives are communicated through various means such as college prospectus, principal's address to students and parents, alumnae meets and dissemination in classroom by concerned staff. These are also prominently featured on college boards, college magazine and other publications brought during conferences and seminars, informing the stakeholders, especially the parents, persuade students towards skill oriented and value-based courses.



Students are made aware of the course specific outcomes through orientation programme, classroom discussion, expert lectures and practicals. Teachers are also well communicated about the outcomes. The college deputed teachers for workshops, seminars, conferences and FDPs to enrich them to attain the outcomes while teaching learning in the classes.

Teachers actively participate in workshops on revision of syllabus organized by the university.

Many teachers are also the members of syllabus sub-committees, thus the process of perception and outcomes takes place in exact manner and excel the quality of teaching learning. Successful alumnae are also invited to interact with both students and teachers at specific events and meetings where they share how their individual course shaped their career thus helping existing students align better with the specified course outcomes.

The program outcomes, program specific outcomes and the course outcomes have been clearly stated. These are in accordance with the syllabi prescribed by Panjab University, Chandigarh. The Program outcomes of B.Ed. and M.Ed. are intended towards making the education process a more holistic experience for the pupil teachers, whose main motive is not only the acquisition of knowledge but also the application of this acquired knowledge through practical training. This type of work experience can be gained through real life experiences. Besides this, students will attain various contemporary life skills like critical thinking, problem solving, analytic reasoning, cognitive skills, self-directed learning etc.

Program Outcomes of B.Ed.

Following are the program outcomes of Bachelor of Education (B.Ed.) Programme which an undergraduate student of B.Ed. should demonstrate/be aware of:

1. To develop a sense of professional commitment towards teaching profession.
2. To acquaint them with a variety of instructional strategies suited to different learning conditions.
3. To promote teaching strategies using ICT.
4. To facilitate improved student learning outcomes.
5. To develop communication skills among the pupil teachers.
6. To foster ethical integrity among the students
7. To enable them to practice inclusion and support diversity of students Interaction with students, parents and community

8. To enable them to understand the role of facilitator to ensure maximum student participation.
9. To train them to manage discipline problems, learning difficulties and challenging behaviour among the students.
10. To update the existing knowledge of the pupil teachers and to encourage them for their professional Growth.
11. To train them to design learning sequences and lesson plans
12. To give them hands-on-practice in real classroom teaching through internships
13. To acquaint them in using different evaluation strategies
14. To provide timely feedback to students about their progress.
15. To ensure mental health and students' well-being
16. To train them in using different counselling techniques
17. To help them to establish and maintain respectful collaborative relationships the community and parents/guardians

#### Program Specific Outcomes

1. Commitment to the teaching profession would instil the values to guide the profession and seeking out new challenges/assignments that improve student learning.
2. The student-teachers will be able to use different instructional strategies to make the understanding of the learners effective.
3. The use of safe, responsible and ethical use of technology and ICT enable teaching learning would develop global competencies among the students.
4. The focus of entire teaching learning process would be to achieve the desirable learning outcomes.
5. Communication skills among the student teachers would help to articulate thoughts and ideas clearly/effectively. They will be able to present the information and explanations in a well-structured and logical manner. They will use effective verbal and non-verbal communication strategies to support their students' understanding, participation, engagement and achievement.
6. The ethical integrity would be required to meet the code of ethics and conduct established by the education systems and schools.
7. The policy and practice of inclusion taught to the teacher trainees would cater to the needs of all the students in the classroom, especially the differently abled students in the classroom.
8. Teachers as facilitators would be able to establish and implement inclusive and positive interactions to engage and

- support maximum student participation in classroom activities.
9. The ability of the student teachers to manage discipline, classroom management and learning problems would help to establish and negotiate clear expectations from the students and address discipline issues promptly, fairly and respectfully.
  10. The enhanced knowledge base would help in transfer of learning among the students.
  11. The logical learning sequence based on maxims of teaching and learning would make the learning easier for the students. The lesson plans using a variety of approaches would bring variety in learning.
  12. The internship modules will enable the pupil teachers to understand the working of schools and anticipate the challenges related to teaching profession.
  13. Training in different informal and formal, diagnostic, formative and summative assessment and evaluation techniques would help to monitor students' progress, evaluate the effectiveness of teaching and learning programmes.
  14. Providing timely, effective and appropriate feedback to students will help to ascertain their achievement relative to their learning goals.
  15. Sound physical and mental health would ensure a positive and congenial classroom climate.
  16. The training in counselling techniques would address the personal, career related, education related issues of the students.
  17. The collaborative relationships with the community will develop sensitivity towards the community members. It will also help to apprise the parents and guardians not only about their children's learning and well-being, but would ensure their participation in professional and community networks and forums to broaden knowledge and improve practice.
  18. student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.

#### Course Outcomes

The course outcomes for the specific subjects are as per Syllabi of Panjab University, Chandigarh for B.Ed.( General), M.Ed. (General), PGDGC, PGDCGFC..

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	<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	No File Uploaded

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

The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs are monitored time to time for further improvement in students so that they can excel in learning different innovative teaching methods and are able to know about latest strategies of teaching and learning process. Different skills are developed and enhanced in the students so as to meet the growing demands of the present scenario of education.

Regular assessment is an integral part of the instruction process and is important in helping students learn. The most appropriate assessments to improve performance levels of student learning are tests, presentations, performance in workshops, written assignments, and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Plus, the results are immediate and easy to analyze at the individual student level.

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	No File Uploaded

## 2.7.4 - Performance of outgoing students in internal assessment

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

191

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	No File Uploaded

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

The Institution regularly evaluates the performance of students through various methods for measuring the attainment of each of the Program Outcomes, Program Specific Outcomes and Course Outcomes.

**Evaluation Process:** 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 Examinations, terminal exams, internal and home assignments, unit tests, surprise tests, open book tests, etc.

Throughout the year the faculty records the performance of each student on each programme outcome. At the same time remedial coaching is also provided to slow learners to make pace with the desired progression.



Average attainment in Evaluation Process: Students under university examination are evaluated for external theory and practical and internal theory and practicals. Internships are also evaluated externally (by school Principal and school teacher) as well as internally (by respective mentor/teacher incharge ). Generally, students secure more than 70% marks in theory as well as practicals, both in external as well as internal assessment.

Students enrolled for Add On/Certificate Courses offered by the institution are evaluated by the institution itself. At the same time, observations of student knowledge and skills against measurable course outcomes are evaluated throughout the year.

The Methods of measuring attainment:

1. End Semester University Examination: The affiliating University conducts examinations as per semester pattern through which the institution measures programme outcomes based on the course attainment level fixed by the programme. It is a direct evaluation process.

2. Internal and External Assessment: Internal assignments are given to the students which are mostly aligned with Programme Outcomes of the respective subject. External Assessment is evaluated by external experts for the Practical examinations, appointed by the University through Viva-Voce and practical files.

3. Feedback Evaluation: The Institution collects feedback from students, Alumni, Employers and Parents which is an important method of measuring attainment with objectives of identifying the attainment level of students in terms of programme, subject, course and syllabus outcomes and to understand the impact of teaching learning process.

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.8 - Student Satisfaction Survey

### 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	<b>No File Uploaded</b>

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

**Nil**

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	<a href="#">View File</a>
Any other relevant information	<b>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**

**Four 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	No File Uploaded

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

All 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	No File Uploaded
Any other relevant information	No File Uploaded

### 3.2 - Research Publications

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

7

File Description	Documents
Data as per Data Template	<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	No File Uploaded

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

11

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	No File Uploaded

### 3.3 - Outreach Activities

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

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

30

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	No File Uploaded

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

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

303

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	No File Uploaded

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

303

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

303

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	No File Uploaded

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

Our institution inculcates social value and responsibilities to the faculty members and students by imparting extension activities in our adopted village Kajehri for holistic development of the society. Through extension and outreach programs, we sensitize the students to develop social values, widespread their responsibilities and knowledge in societal issues and problems by making them to involve with the community people. We organize medical camps to address their health issues, take out rallies to spread awareness, perform door to door surveys to have first hand information about various issues as education, health, drug addiction etc. We have also held Sports day and cultural events to spread awareness about sports and encourage them to participate

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	No File Uploaded

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

2

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.4 - Collaboration and Linkages**

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

4

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

4

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

Nil

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	No File Uploaded

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

Five/Six 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	No File Uploaded

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

The institution has adequate facilities for Teaching- Learning. The college campus has a total land area of about 4 acres. Built-in Area is about 2.5 acres. The college has all the infrastructural facilities for admitting 200 B.Ed. students, 100 M.Ed. students, 40 students for P.G. Diploma in Guidance and Counselling, and 40 students for P.G. Diploma in Child Guidance and Family Counselling. The College has also started new courses under the Ministry of MSME, Govt. of India w.e.f. Sep. 2021, i.e. Nursery Teacher Training (NTT) and Yoga Teacher Training (YTT). Students admitted for the first batch are 30 in YTT and 34 in NTT.

The College has the following facilities available:

1. Principal Office
2. Staff room
3. Office for the Administrative Staff
4. Room for Dean student Welfare
5. Counsellor room
6. Visitors Room
7. Internal Quality Assurance Cell
8. A library cum reading room
9. Research room
10. 7 Class rooms
11. A seminar room
12. A multipurpose hall
13. ICT Lab
14. Fine Arts Room
15. Common room
16. Physical Fitness room

17. Music room
18. Science and Maths Lab
19. Home Science Lab
20. Curriculum Lab
21. Language Lab
22. Psychology & Guidance Lab
23. Social Science lab
24. Audio Visual Room
25. Workshop for preparation of Teaching Aids
26. NSS room
27. Guest House
28. Play grounds
29. Canteen
30. Warden residence
31. Garages for parking and storage
32. Placement Cell
33. Guidance & Counselling Cell
34. Grievance & Redressal Cell

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	No File Uploaded

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

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

09

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://devsamaj.org/ict-enabled-class-rooms.php">http://devsamaj.org/ict-enabled-class-rooms.php</a>
Any other relevant information	No File Uploaded

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



Rs . 6 , 37 , 530

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	No File Uploaded

#### 4.2 - Library as a Learning Resource

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

The College is fully automated. It uses Koha Software, which is an Open Source Integrated Library Management System. It has a full catalogue module enabling library staff to capture complete details of all the library items. OPAC (Open Access Catalogue) module provides a clear and simple interface for library users to check the availability and status of all library items through different approaches. The users (staff and students) themselves can check the complete records of their respective circulation (issue and return) of books over a span of time with the help of the user names and passwords provided to them by the library staff.

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="https://devsamaj.org/pdf/naac-library-services-for-website-1-1-converted.pdf">https://devsamaj.org/pdf/naac-library-services-for-website-1-1-converted.pdf</a>
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

The teachers and students can have access to e-journals subscribed by the college library; e-books purchased by the college library and can have access to e-resources (e-journals and e-books) through the NLIST programme of INFLIBNET, the membership of which is renewed on

monthly basis by the college library. All the stakeholders and research scholars from different universities and colleges from different states can have access to check the titles of M.Ed. dissertations and Ph.D. theses available in the college library from the college website.

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	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data template	<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	No File Uploaded

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

**3,59,547**

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	No File Uploaded

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

435

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://devsamaj.org/pdf/Certified%20copies%20of%20ledger.pdf">http://devsamaj.org/pdf/Certified%20copies%20of%20ledger.pdf</a>
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**4.3 - ICT Infrastructure**

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

**New computers are added as per the requirement on regular basis. The**

College has provided gsuit accounts to teachers and students, with the help of which they get large amount of space in their Google drives. It was much needed due to Covid-19 as online classes were going on and staff as well as students were in need of more space in their Google accounts.

- The institution is equipped with 42 computers with internet connectivity of 30 MBPS.
- The teachers have developed various e-content modules (online/MOOC courses) by using ICT and other facilities available in the College.
- The students of M.Ed. use computer lab and internet service to do their dissertation work.
- They are also given training in SPSS and excel so as to enable them to analyse data for their dissertation.
- The students are allowed to work in the computer lab during the computer hour. Hostel students are permitted to work in the laboratory after college hours i.e. 4 pm to 5 pm.
- Students make use of the tape recorder for cultural programs and to prepare audio lessons. The CDs available are utilized by the staff while the demonstration. The staff members also have open access to the computer lab for browsing and preparing multimedia presentations.
- There are four computers in the college office. Computers are used in the office for keeping all the records of the students and faculty. Records pertaining to accounts, correspondence, and all types of official information are stored.
- Scanner is used to scan important documents, clippings, or photographs for writing reports or documentation.
- Computers are also available in various labs, staff room, IQAC room, counselor's room etc.

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	No File Uploaded

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

223:42, i.e. 5:1 (B.Ed. and M.Ed.) 80:42, i.e. 2:1 (PGDGC and PGDCGFC)

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	No File Uploaded

<b>4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:</b>	<b>E. &lt; 50 MBPS</b>
<b>4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit</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://devsamaj.org/e-content.php">https://devsamaj.org/e-content.php</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://devsamaj.org/e-content.php">https://devsamaj.org/e-content.php</a>
Any other relevant information	No File Uploaded

#### 4.4 - Maintenance of Campus and Infrastructure

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

**Rs. 41,82,686**

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	No File Uploaded

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

The College has adopted vigorous systems and procedures along with manpower monitoring to ensure proper maintenance and utilization of physical, academic, and support facilities- laboratories, library, sports facilities, classrooms, seminar halls, computers, etc. To keep the whole campus including office, laboratories, library, hostel, etc. clean and hygienic, separate staff has been engaged. The upkeep of computers, LAN, internet, Wi-Fi, and other ICT facilities and design, is a regular feature of the College. The College has qualified regular staff for the maintenance of electrical work, civil work, etc. To meet power break down and to provide adjustable power base, Gen sets and solar system have been installed which are technically banned by the trained technicians.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="http://devsamaj.org/pdf/System%20and%20Procedures.pdf">http://devsamaj.org/pdf/System%20and%20Procedures.pdf</a>
Any other relevant information	No File Uploaded

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic,**

All of the above

<b>technical and organizational aspects</b> <b>Communicating with persons of different disabilities: Braille, Sign language and Speech training</b> <b>Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development</b> <b>Online assessment of learning</b>	
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	No File Uploaded
<b>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</b>	<b>Nine or more of the above</b>
File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>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</b>	<b>A. All of the above</b>



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	No File Uploaded

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

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>21</b>	<b>180</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	<b>No File Uploaded</b>

### 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).

**25**

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	<b>No File Uploaded</b>

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

**52**

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	<b>No File Uploaded</b>

### 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

The College has a Students Representative body and it is named as "Student Council". The student council gives the students a voice - a platform to be heard. With the objective of inculcating the qualities of leadership and responsibility in the students, an active Student Council is in place along with a strong representation of students in the academic and administrative bodies/committees. The Class Representative (CR) system is fundamental to student representation as leaders. It allows one student to represent each class of students in the college with regular meetings held to ensure the systems efficiency and effectiveness in putting forward the interests and views of the students. The members of the student council are elected by the students using democratic selection methods. Monthly Student Council Meetings are conducted during the semester. Student Council meetings play a major role to assess the teaching, learning, and support services provided to the students by the Institution where students organize domain-specific events, extracurricular events, competitions and expert talks in addition to their leadership skills. Club/Committees are platforms that offer a plethora of opportunities to students to give them a voice of their own and shed their inhibitions through an enriching and engaging experience. Club/Committee activities, workshops, Intra Domain and Inter-University competitions enhance communication skills, team management skills, leadership skills, time management, resource management skills and above all build confidence in each student. Moreover, two members of student councils are the representative members of IQAC Cell and all the committees and Clubs of the college. They take part in all the discussions of the meetings and have a say in all the decisions. Student council involves in multifarious duties that the college demands of them. The composition of the student council is as follows: • President • Vice President • Secretary • Joint Secretary • Class representatives The members of the council are elected as per the Panjab University rules. A due process of selection is followed according to which at an initial level forms are filled by students as their nomination for the particular post. Students exercise their right to vote and the counting is done in a very transparent manner by including senior teachers and one or two students. Elected members are announced in the assembly.

**Major Activities of the Student Council include:**

- Assisting, maintaining Discipline, Conducting Assemblies and functions, acting as link between faculty and students, conducting functions, reporting issues demanding attention, representing students where needed, acting as aides to the Principal, dedicated service towards the college etc.
- To bring to the notice of concerned authorities, the problems, and difficulties faced by the students
- To express views regarding the overall working of the college and its improvement. • Funds are provided as per the needs.

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	No File Uploaded

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

25

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	No File Uploaded

**5.4 - Alumni Engagement**

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the

development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

The name of registered Alumni Association of our college is Dev Angels Alumni Association. The functionaries of the registered association are as follows:

Dr. Agnese Dhillon (President),

Dr. Harpreet Kaur (Vice President),

Dr. Kamini Gupta (General Secretary),

Mrs. Madhavi Goyal ( Treasurer),

Dr. Rohit Bhandari ( Executive Member),

Dr. Neeru Malik ( Executive Member)

Dr. Seema Sareen ( Executive Member)

DSCE fraternity, since the time of inception, has had strong sense of belonging to the institution and even though for years together when no formal Alumni Association existed, DSCE students remained associated with the Dev Samaj family spreading love, inspiring younger ones and contributing all what they could. At the turn of the century, going by the changing times, efforts were made to formalize the alumni association with well maintained records. Annually a group of alumni meets in the campus interact with the faculty and students. The alumni association is more than just a convenient way of keeping in touch with batchmates. It is serving as a platform that enables our students to contribute to their alma mater and the society as well. Our alumni have financed scholarships, awards, funding for inviting distinguished academicians and experts. The Alumnae association holds its meetings in which views are exchanged and their healthy suggestions to further the progress and prosperity of the institution are welcomed. The activities of the alumnae association include:

- The Alumnae association functions to support alumni of the institution. It helps to cater to the needs of the institute in conducting campus placements.
- The Alumnae association ensures and takes care to provide the best arrangements for placing its students in premiere institutions.

- The Alumnae association also provides all facilities for resume writing, written test, group discussion and interviews
- It plays a very important and key role in counseling and guiding the students of the college for their successful career placement which is a crucial interface between the stages of completion of the academic program of the students and their entry into the teaching profession.
- The Alumnae Association also coordinates various activities related to the career counseling of the students.
- Training activities are organized throughout the year in an effort towards preparing prospective teachers for their successful placement
- The association is sensitized to function all through the year towards generating placement and training opportunities for the students.
- At the college, care is taken to groom the students according to the needs of the schools. The students get a lot of practical exposure by their visits to schools during 15-day pre-internship held twice and 3-month long internship carried out in various Govt. schools of the city. The Alumni Association provides training to the students for job placements. In the conferences, workshops, FDPs DSCE also gets support from members of the association as organizers, trainers etc.

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	No File Uploaded

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

All of the above

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.	No File Uploaded

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

4

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	No File Uploaded

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

The Alumnae association acts as support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. The activities of the alumnae association include:

- The Alumnae association functions to support alumni of the institution. It helps to cater to the needs of the institute in conducting campus placements.
- The Alumnae association ensures and takes care to provide the best arrangements for placing its students in premiere institutions.
- The Alumnae association also provides all facilities for resume writing, written test, group discussion and interviews



- It plays a very important and key role in counseling and guiding the students of the college for their successful career placement which is a crucial interface between the stages of completion of the academic program of the students and their entry into the teaching profession.
- The Alumnae Association also coordinates various activities related to the career counseling of the students.
- Training activities are organized throughout the year in an effort towards preparing prospective teachers for their successful placement
- The association is sensitized to function all through the year towards generating placement and training opportunities for the students.
- At the college, care is taken to groom the students according to the needs of the schools. The students get a lot of practical exposure by their visits to schools during 15-day pre-internship held twice and 3-month long internship carried out in various Govt. schools of the city. The Alumni Association provides training to the students for job placements. In the conferences, workshops, FDPs DSCE also gets support from members of the association as organizers, trainers etc.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

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

"To be an outstanding institution of excellence in Higher Education, to promote need, value and career-based programmes to ensure Scientific, Global and Spiritual Development of the student community with which they will blossom as fully competent human beings to meet the ever-changing needs of global times." Our focus

is on exposing students to the use of latest educational technology making them interested and involved in learning multiple skills to enhance their employment prospects. We motivate and train students by conducting group discussions, seminars and personality development workshops to meet the demands of the job market. The development of student into process of integrated personality is our joint responsibility.

DSCE- it is our Value Based Education System. Despite everything undergoing avant-garde change at our institute, we are striving day and night towards it, we have a legacy to follow. The legacy is in the form of our core principles, values and ethics given by our founder Bhagwan Dev Atma.

The ways of multidimensional positive thinking and knowing about energy, protection of environment health and booster economy of nation on priority basis. Dev Samaj believes in the science of moral and spiritual laws of soul. It employs the scientific method and accepts the scientific pattern of thought that nature is self-sufficient in its working, and therefore we are not to go 'OUT OF NATURE' to understand any happening within it. Dev Samaj organisation gave equal rights and status to women with men while adopting many social reforms in this regard like; recognition of girl child, monogamy, widow re-marriage, dowry less marriages, etc. The Dev Samaj considers women education essential for their social, moral and spiritual upliftment. The Illustrious founder set a golden example in his childhood when feeling strongly that education was as good for girls as for boys, he started teaching his two women relatives in the sixties of the 19th century. At that time women education was considered superstitious breed evolving the divine wrath. The vulnerable founder of Dev Samaj realised that future of women lay in education. Education alone could open opportunity of enlightenment and independence for women. He wanted to regenerate mankind and transform society through women education.

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	No File Uploaded

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

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The Institution functions in a well-structured and defined manner to ensure participative management at all levels of decision making. Right from the Chairman of the Management Committee to the staff and students, all the stakeholders have a role to play in the building of the college. The principal and two faculty members are part of the managing committee. The management of the college takes effective measures in encouraging and supporting the involvement of the staff for improvement of its effectiveness and efficiency throughout the year.

The College has a Students Representative body and it has been aptly named as "Student Council". The Class Representative (CR) system is fundamental to student representation as leaders. It allows one student to represent each class of students in the college with regular meetings held to ensure the systems efficiency and effectiveness in putting forward the interests and views of the students. Student Council meetings play a major role to assess the teaching, learning, and support services provided to the students by the Institution where students organize domain-specific events, extracurricular events, competitions and expert talks in addition to their leadership skills. The composition of the student council is as follows: • President • Vice President • Secretary • Joint Secretary • Class representatives The members of the council are elected as per the Panjab University rules. A due process of

selection is followed according to which at an initial level forms are filled by students as their nomination for the particular post. Students exercise their right to vote and the counting is done in a very transparent manner by including senior teachers and one or two students. Elected members are announced in the assembly. List of Members of Student Council in Session 2019-20 are as follows: Shalini (President), Jyoti Palini (VicePresident), Barkha (Secretary), Alishpreet (Joint Secretary), Kirtit (CR-M.Ed) Tanushi(CR-Sec A), Muskaan (CRSec B), Kusum (CR-Sec C), Ananya(CR-PGDGC) Arshia ( CR- PGDCGFC).

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Annual budget is meticulously prepared using TALLY software which helps to streamline the budget under different heads such as College Accounts, Examination Accounts and so on. Details of teaching as well as nonteaching staff, accounts, academic progress, etc. is updated every year on the NCTE and AISHE portal i.e. All India Survey of Higher Education which is under the HRD Ministry, New Delhi. through the link <http://aishe.nic.in/aishe/userlogin>. College uses MIS to maintain student and office records such as academic qualifications, in-service improvement in qualifications, information about student teachers with details of caste, religion, results etc., details of Adhaar Card Number (UID), Voters ID Number, PAN Number, Scale, month-wise salary details of teaching non-teaching staff, Income Expenditure details of college etc. Information Brochure containing information regarding different committees, clubs along with names of teachers in charge is displayed on the college website. The institution conducts internal and external financial audits regularly. • The external audit for the grants received from Government and non-Government Agencies is performed by Audit General U.T. Chandigarh. • Internal Audit for the college is done by Amrish Garg Associates • External Audit for the college is done by Mr. R. P. Mallis, a qualified C.A.

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

### Plan

The college is committed to provide the clean, healthy and pollution free environment to the student.

The Strategic Plan to achieve the clean, healthy and pollution free environment is as under:

- The college pledged to provide healthy, clean and pollution free environment.
- Maintenance and upgradation of Herbal Garden.
- Plastic free environment
- Solar energy utilization practices
- Energy saving practices
- Water conservation practices
- Best out of waste practices
- Recycling of paper
- Recycling of e-waste

To deploy this strategic plan ,the college took various initiatives . College has been awarded with best HERBAL GARDEN award on 12th March 2021.Herbal garden was established in the college in 2009 with the motive to encourage future teachers to promote sustainable practices for use and Conservation of Medicinal Plants and learn the bene?ts from medicinal plants in our day to day life for better health and immunity and also in?uence parents, friends and kinship for their use in cooking etc. Such initiatives are possible only by cooperation for those involved. Motivation of employees and students implement green initiatives like minimal use of plastic, minimal use of air conditioners, switching of lights/fans, use eco-friendly methods of transportation etc. are very important. Besides this under solar energy utilization practices college has installed solar



panels which can easily offset monthly utility bills. Solar energy present great teaching opportunity that can enrich classroom content with real world examples of the benefits of renewable energy. Rain water harvesting system has been installed in campus. Under plantations there are lush green gardens all around the campus. As disposal of e-waste is an emerging global environment and a public health issue. All loosely discarded e-waste is collected at the college and handed over to external vendors. Besides all these various other environment friendly practices like water harvesting, segregation of waste, recycling of paper are being executed. Under Best out of waste practice, workshops were also conducted.

The link of the institutional Strategic Plan is given in the required box.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://devsamaj.org/pdf/Plan%20of%20Action%202020-2021.pdf">https://devsamaj.org/pdf/Plan%20of%20Action%202020-2021.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

An organizational structure defines how activities such as task allocation, coordination, and supervision are directed toward the achievement of organizational aims. It affects organizational action and provides the foundation on which standard operating procedures and routines rest. It determines which individuals get to participate in which decision-making processes, and thus to what extent their views shape the organization actions. An organizational structure is a system that outlines how certain activities are directed in order to achieve the goals of an organization. These activities can include rules, roles, and responsibilities. It is a combination of organizational structure and process that shapes college and university behavior. The structure of an organization will determine the modes in which it operates and performs. Organizational structure allows the expressed allocation of responsibilities for different functions and processes to different

entities such as thebranch,department,workgroup, andindividual. Organizations need to be efficient, flexible, innovative and caring in order to achieve a sustainable competitive advantage.

File Description	Documents
Link to organogram on the institutional website	<a href="http://devsamaj.org/pdf/organogram-001-converted.pdf">http://devsamaj.org/pdf/organogram-001-converted.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Five/Six of the above

File Description	Documents
Data as per Data Template	<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.

#### **Music Club**

**Decision : To start MOOC on Fundamentals of Music**

**Implementation**



The MOOC on Fundamentals of Music was an initiative of our college to provide an online platform to get involved in Music activities.

The course was designed for the learners who are passionate about music and want to learn more about it. The musicians who learned by ear and have no formal training. The course included various lessons that gave them the knowledge and skills they need to understand basic music theory as well as practical. This course was ideal for students looking to take their first steps into the world of Music.

Course Objectives (1) To introduce the basic technical terms of music to the people interested in Music. (2) To create a passion among music lovers to study Music. (3) To provide a strong foundation where learning is a process of constant discovery. (4) To build awareness of different genres of music (5) Acquainting the Students to the types of instruments Course Learning outcomes (CLO)

After the completion of the course the participants were able to

1) Understand the basic terminology of music. Various forms of music like Classical, light and folk music.

2) Musical sound i.e. Nada, its types and characteristics of Nada and science behind it's production.

3) Understand different types of Swaras and its practical aspects. Sing shudh and komal swaras in different SRGMs.

4) Play Swaras/notes/SRGMs on Harmonium.

5) Understand the techniques and do's & don'ts while playing harmonium.

6) Understand the meaning and importance of Saptaks in music.

7) Understand the concept of Laya and Tala, play different talas in different laya and Identify them in musical compositions.

8) Understand various types of musical instruments and be familiar with their nature and tones.

The registration process was started by filling the Registration Form (Link: <https://forms.gle/bRBEniv7J92zfqgB9>) given on the brochure. Total 108 students from different areas of India and outside the country registered themselves in course and joined

aWhatsApp group

(Link:<https://chat.whatsapp.com/Hlw054JJyHyEyi2o0Klhfu>) through which they received all necessary and relevant information about the course.

Overall the course was a great success that is evident from the feedback attached. E-certificates were provided to the participants

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	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

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

Various welfare measures are being practiced in the institution for teaching and non-teaching staff which are as followed.

Welfare measures for teaching staff

1. Duty leave

2. Leave encashment

3. Group Insurance Policy

4. Permission for the Official Assignments to the teachers in India and Abroad

5. Financial support to the teachers for their professional growth

6. Provision of seed money to carry out research projects by teachers

7. Free health services (free medical check-ups and free consultation)

8. Maternity/paternity leave

9. EPFO

10. Gratuity

11. Leave encashment

Welfare measures for non-teaching staff

.1. Group Insurance Policy

2. Gratuity

3. Financial support for trainings and workshops for professional growth

4. Provision of residence to non-teaching and supporting staff

5. Free health services (free medical check-ups and free consultation) for teaching and non-teaching staff

6. Maternity/paternity leave

7 Leave encashment,

8.ESI

9. EPFO

10. ESI

11. Provision of Uniforms

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

08

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View File</a>
Certificate of participation for the claim	<a href="#">View File</a>
Certificate of membership	<a href="#">View File</a>
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View File</a>
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.

14

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	No File Uploaded

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

15

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	No File Uploaded

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

The institution has a strong system of performance appraisal for the teaching and non-teaching staff. Annual confidential reports (ACR's) are regularly maintained by the head of the institution. If any issue comes to the notice of the principal, the concerned staff member is intimated personally for improvement in future.

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	No File Uploaded

## 6.4 - Financial Management and Resource Mobilization

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

Institute maintains and follows a well-planned process for the mobilization of funds and resource. The process involves various committees of the institute as well as the Department Heads and Accounts office. Institute has designed some specific rules for the fund usage and resource utilization. These are:

- Mobilization of Funds, the student Tuition fee is the major source of income for the institute.
- Various government and non-government agencies sponsor events like seminars and workshops.
- Alumni contribute to the institute by raising funds to purchase items like water coolers, wall clocks, etc.
- Sponsorships are sought from individuals and corporate for cultural events and fests.

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)**

.93

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	No File Uploaded

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

Institute maintains and follows a well-planned process for the mobilization of funds and resource. The process involves various committees of the institute as well as the Department Heads and Accounts office. Institute has designed some specific rules for the fund usage and resource utilization.

- Mobilization of Funds, the student Tuition fee is the major source of income for the institute.

- Various government and non-government agencies sponsor events like seminars and workshops.

- Alumni contribute to the institute by raising funds to purchase items like water coolers, wall clocks, etc.

- Sponsorships are sought from individuals and corporate for cultural events and fests.

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	No File Uploaded

## 6.5 - Internal Quality Assurance System



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

**IQAC plays a significant role in various quality matters of the institution. The IQAC initiates, plans and supervises various activities that are necessary to increase the quality of the education imparted in the college. In the beginning of the session a plan is discussed with the principal and members of the IQAC to chalk out quality initiatives to be taken throughout the year. The duties are assigned to various staff members to execute the same. Meetings are conducted from time to time to seek appraisal of the work.**

**IQAC encourages the faculty to take initiatives related to research, teaching, financial, student support, good practices, building community linkages and MOUs. It maintains a record of minutes of meetings and present it before the principal and management. It promotes use of modern methods of teaching and also initiates various value-added courses. IQAC encourages the teachers to send proposals for research projects in the field of education. It organizes seminars, workshops and training programmes throughout the session. It seeks and reviews the feedback obtained from various stakeholders and takes prompt action. Various events such as expert talks, community related initiatives are also organized under the patronage of IQAC.**

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	No File Uploaded

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

**IQAC reviews the quality of academic activities that are discussed and planned in the meetings of Academic committee. IQAC also organises its own meetings to review the quality brought in teaching-learning process. The academic audit, both internal as well as external helps to know the shortcomings/suggestions for bringing quality in academic matters of the institution. IQAC promotes use of modern methods of teaching and also initiates various value-added courses and seeks its appraisal from time to time. Obtains the**

feedback from various stakeholders such as teachers, parents, school principals and school teachers, eminent community members and resource persons and students and takes timely action to implement the suggestions given by them.

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	No File Uploaded

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

25

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	No File Uploaded

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

Four 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://devsamaj.org/pdf/IQAC%20Meetings%2020-2022.pdf">http://devsamaj.org/pdf/IQAC%20Meetings%2020-2022.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="https://devsamaj.org/year-wise-report-links.php">https://devsamaj.org/year-wise-report-links.php</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	No File Uploaded
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The college has achieved incremental improvements in both academic and administrative domains.

The college has undertaken new courses since previous accreditation (3rd cycle) in 2017 such as PG Diploma in Child Guidance and Family Counselling ( PGDCG&FC) in 2018-19 and students are showing brilliant results in it. The college has also initiated Two Year Diploma in Nursery Teacher Training (DNNT) and One Year Yoga Teacher Training (YTT) Course by NI-MSME in 2020-21 onwards. These courses are running successfully since their initiation.

The college has strengthened and taken various initiatives to promote Research among faculty and students. The college is giving adequate importance to research as per the last NAAC peer team's suggestion. The institute has a central research committee, that oversees the research activities of the college. The institute has a fund that provides financial assistance to the faculty for attending seminars and conferences. This fund also finances student research

projects. The college organizes seminars and interactive talks on various topics related to research and Intellectual Property Rights (IPR).

After the visit of last NAAC team, the institute has been awarded one major and one minor research projects funded by ICSSR under impress scheme. The college has also been encouraging research projects in the field of education by proving financial assistance to the faculty members in the form of Seed money. Upto this time, total 8 projects have been submitted under this policy and eight members of the faculty has been granted seed money for the research projects. The college also encourages students' research projects.

Apart from this, the college has joined hands with SCERT for promoting quality research projects and two research projects have been submitted till date.

As far as administrative domain and its incremental improvement is concerned, the college applied for the infrastructure grant from RUSA by Submitting IDP (Institutional Development Plan) and also attended a interface meeting at RUSA office at New Delhi and got sanctioned a grant of Rs. 2 Crores from RUSA under RUSA 2.0 Infrastructure Grant Scheme has sanctioned an amount of Rs. 2 Crores under the scheme Infrastructure Grant 2.0 in the year 2018 out of which an amount of Rs. 1 cr. has already been released. This amount has been used to bring massive infrastructure improvements in the college campus and a total of 16 projects have been carried out under the scheme. Under renovation 11 projects have been carried out namely Parking and Corridor in old college building, Sound system for the Auditorium, Grandview motorised screen for the Auditorium, Furniture for Auditorium( 167 chairs), Furniture for Auditorium( 53 chairs), Air conditioners for Auditorium, Flooring of Auditorium, Renovation of Auditorium extension, RFID system of library with software, Mess Equipments (Coffee machine, gravy machine, cutting and slicing machine and Atta kneading machine), Establishment of MOOC production studio. Under purchase of new equipments 5 new purchases have been made like 4 Digital Teaching Device (Comprehensive smart classrooms), Two All in one computers for administrative building, Canon Duplex Printer, Canon All in one printer, Turnitin Anti-plagiarism Software.

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

College has already installed Solar Rooftops of 100 KW capacity to promote renewable energy and promote carbon neutral campus. CFLs have been installed everywhere to reduce the energy consumption. Natural day light has been optimized everywhere in the campus. The teachers ensure the lights and fans are turned off every time after use. Hand-made posters by students are displayed everywhere in the campus to generate awareness about efficient energy use. Total Solar energy generated through 100KW solar power plant installed till 13.12.2021 was 2,61,233 KW units.

Total units exported at bi-directional meter till 13.12.2021 =  
Exported reading on dt. 13.12.21- Exported reading on dt. 13.05.2019

which is equal to  $22633 - 1108 = 21525$  units

Total solar energy consumed by the college building= total solar energy generated -total units exported=  $261233 - 21525 = 2,39,708$  units

So, as per the above information, then percentage of energy consumed is less than total solar energy generated. Hence the power requirement of the College met by the 100 KW solar power plant installed on the college rooftop is 100%.

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.



DSCE, Chd has a clear waste management policy for disposing off dry, wet, e-waste and waste water management. We try to create consciousness among staff and students about the ways in which waste is generated and the means by which they can reduce waste generation and manage the waste they produce by following the five "R" principle of reduce, reuse, recycle, refuse and regenerate. There are separate colored bins for dry (blue) and wet (green) waste. Use of Jute and cloth bags is encouraged. Plastic is totally banned in the campus.

The dry saleable materials like paper, files, plastic, old furniture and other waste is regularly sold to recycling agents thus generating some income for outreach activities. The wet waste such as kitchen and garden waste is disposed off into the dustbins earmarked for the purpose. The wet waste is recycled into the compost pit dug for the purpose which is monitored from time to time. E-waste bin has been placed in the corridor to collect E-Waste. Instead of taking CD'S from students, data is taken in Pen drives or through email and students upload the pdf of the assignments in Google classroom. For waste water management the staff and students are advised to minimize water wastage by turning off taps when washing their hands and report any leaking taps. Rainwater harvesting pit is there which is monitored regularly and students are made aware about the concept of rainwater harvesting and its importance as part of NSS activities. The rainwater thus collected in the pit helps to replenish the ground water table. Every effort is taken by the staff and students to reduce wastage of water in mess, canteen and washrooms.

#### Segregation of Solid Waste

Segregation of waste is done on daily basis. Almost all solid waste generated is segregated.

#### Recycling of solid waste

The waste thus collected from the campus is collected by the garbage collectors and recycled as per the policy of Municipal Council, Chandigarh Administration.

There is availability of proper functional drainage system in the college.

#### Solid Waste Generation in College

The solid waste generated depends on the waste generated by staff, day scholars and hostel students. The amount of waste generated is calculated for the year 2020-21 as under:

Total no. of day scholars=304

Total no. of faculty= 25,

Total no. of non-teaching staff= 19.

Collection of solid waste (Kg/day) = (304+25+19) x 50 gram=17400 gm.

Total no. of students in the Dev Samaj Hostel, Managed by Dev Samaj Society)= 128. Collection of waste in Dev Samaj Hostel = 128x200=25600gms.

So total collection of waste in the college = 17400 + 25600 gms = 43000 divided by 1000 = 43 Kg/day

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three of the above

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	No File Uploaded

**7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage**

Three of the above



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	No File Uploaded

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

The college is built in 10504.08 sq.mtrs Acres of land. It has an old college building and a new 6-storied building constructed in 2016-17. Every inch of the land is optimally utilized. The construction of the building is as per the building plan approved by Estate Office, UT Administration, Chandigarh. The built-up area has classrooms, labs, administrative block, hostels, residential areas, storage areas, mess, canteen, basement etc. The open spaces have lawns, parking spaces, herbal garden, kitchen garden, open walking passages etc. Tree plantation drive is a regular feature of the college.

The campus is with sufficient green cover in the form of trees, lawns and potted plants. There is a herbal garden with many medicinal plants and herbs useful in daily life. College promotes students to use bicycles & E-Scooties and a culture of car-pooling and scooter-pooling. College is conducting online classes in view of Corona crisis to reduce carbon footprints. Plastic is discouraged to a great extent in the campus. Students are encouraged to use jute bags or cotton bags.

College mess and canteen promote green catering, i.e. Use of steel Thalys and glasses instead of plastic plates, disposable water bottles and paper cups. will be promoted. College canteen will focus on making food out of seasonal vegetables and fruits. Compost pit will be dug and kitchen waste will be recycled.

College gives saplings as a gift to guests in various events. The slides are prepared and used as a backdrop instead of banners. The banners that are essential are made in such a way so as to be reused again in future. Dedicated environmental awareness programmes are

organized from time to time. Environmental Education is taught as an elective subject to B.Ed students in 4th semester which is very popular choice and most of them are opting it. Gardening as a Work experience Programme in B.Ed semester II is also opted by majority of the students. Despite this, Eco club activities, Akshay Urja celebrations are also held from time to time.

Wall of Kindness It is a noble initiative to use the college boundary wall for promoting reuse of old materials and sustainability started by the Peace club of the college in association with Yuvsatta, an NGO. This is the first ever "Wall of Kindness" in the city, started in the campus which has been in operation since 2016 with an objective of bridging the divides between 'Have & Have-nots' segment of society and to promote human bonds and friendship in peace city Chandigarh. The Wall of Kindness is a symbol of charity and concern for the needy and underprivileged. Teachers and students donate clothes and other materials to the poor people to meet the cause of this project. This wall is always open for the needy to take things whenever required. People donate articles, clothes etc. and the needy pick them up without any humiliation. The citizens are also depositing books, toys and footwear apart from clothes. The motto is "Take what you need. Leave what you don't".

The land use management is done for undertaking sustainability or swachhta activities.

The Total land sq. meter= 10504.08 sq. mtrs.

Total Constructed area= 6022.53 sq. mtrs.

Total Open area for greenery and environmental activities = Total land area- built-up area= 10504.08-6022.53= 4481.55 sq. mtrs.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<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)

0.57047

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	No File Uploaded

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

The college is situated in the heart of Chandigarh, the capital city of Punjab and Haryana states and holds a significant place in the educational map of the country. Due to its locational advantage, the building is offered as a centre of many competitive examinations (Which could not be held due to pandemic in 2020-2021), convocations of PU as well as IGNOU (17th February 2020) and a host of community service activities (State Level Seminar on 'Medicinal Plants and Herbal Gardens' in collaboration with NGO Yuvsatta (Youth for peace, "Sur-Sanjh" online competition in collaboration with Department of youth Welfare Panjab University Chandigarh, Intercollege health and fitness marathon in collaboration with Directorate Sports Panjab University Chandigarh, Eye Donation Awareness Campaign in

collaboration with Eye Bank and Department of Ophthalmology PGI Chandigarh etc.)

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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	No File Uploaded

## 7.2 - Best Practices

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

### 1. TITLE OF THE PRACTICE: ONLINE COVID AWARENESS DRIVES

**Objectives of the Practice:**

1. To spread Awareness regarding COVID to contain the disease.
2. To teach the students how we can contribute to the society during difficult times.
3. To teach the students how we should behave as responsible citizens during difficult times.

**The context:**

The pandemic led to sudden closure of various educational institutions across the nation. There was total lack of awareness about the pandemic among the students. Thus, throughout the year many activities were conducted to sensitize the students about the pandemic and the way to cope with it.

**The practice:** Various activities organised under this practice were:

1.Through Videos/Ppt/Slogan Writing/Poster Making (04-04-2020) : Dev Samaj College of education, sector 36B Chandigarh organized a Covid-19 awareness drive through Video Making /Power point Presentation/Slogan Writing/Poster Making on 04-04-2020. Many students participated and the videoswere uploaded on MHRD website and were also used in various social media groups to create awareness.

2.Awareness Drive Regarding Covid-19 By Downloading Aarogya Setuapp (18th April 2020): NSS Units of Dev Samaj College of Education, Sector 36-B, Chandigarh created awareness regarding Aarogya Setu Aap and motivated the students to download AarogyaSetuaap. Around 200 students successfully downloaded the app to help contain the spread of COVID. So all the students of the college who have downloaded the app have also circulated the same message in their peer groups & known circle so that the message can be reached further to the maximum number of people as well as staff members.

3.Face Mask Making - An Awareness Drive (19th April 2020): COVID-19 spreads mainly from person to person through respiratory droplets. Respiratory droplets travel into the air when you cough, sneeze, talk, shout, or sing. These droplets can then land in the mouths or noses of people who are near you or they may breathe these droplets in. Masks are a simple barrier to help prevent your respiratory droplets from reaching others. All the students of Dev Samaj college of Education did their part of following the safety precaution by themselves wearing the face mask as required as well as helped the society by raising the awareness about the same. Students stitched



the handmade masks at home & distributed it to the people around them.

4.Mask Donation Drive (22-07-2020): The NSS units of the college also launched a Mask Donation Drive where around 400 masks of good quality cotton cloth which were got prepared by the college were distributed among the employees of different Dev Samaj Institutions who are performing their duties in these difficult times. Some of these masks have been donated to mask bank of N.S.S. Chd. to be distributed to the needy. The college is also encouraging its students to adopt Mask Making as a regular N.S. S. activity where in student must prepare and distribute at least 10 masks every month as our contribution to society in the times of such pandemic. The N.S.S Prog. Officers are always encouraging their students through Student What's App groups to keep on creating awareness related to Do's and Don'ts of Covid in their localities and work with a positive outlook for the betterment of the society.

5.Online training regarding covid-19 for NSS volunteers (21st april 2020):

Online training of NSS program coordinators, officers & volunteers of Covid 19 by RGUHS was done through Cisco WebEx. In the training they made the students aware of the COVID19 facts and figures as well as precautionary steps & measures to be taken the particular scenario. Students also got the training from Diksha app regarding the basics of COVID 19 & as well got certified regarding the courses which included infection, prevention & control, physiological care of the patients as well as COVID awareness & lot more. Therefore the same information of the courses from the Diksha app was circulated by the students among their families & friends, So that the information & awareness about COVID 19 can be reached out to the maximum number people with the help of the igot website & Diksha app.

6.Two-day National Webinar on Life skills in Covid-19: A Sneak Peak (04-05-2020):

Dev Samaj College of Education in association with IGNOU regional centre, Chandigarh organized a2 Day National Webinar on Life Skills in COVID 19: A SNEAK PEEK on 4th and 5th August, 2020. The event started with welcome by the Principal of the college, Dr. Mrs. Agnese Dhillon and Dr. Anil. K. Dimri, Regional Director, IGNOU, Chandigarh. The inaugural address was delivered by Dr. M. Shanmugam, Director, Regional Services Division, IGNOU, New Delhi. For the first session on Mindset and Happiness, Dr. Neelu Khanna ( Counselor

and Life Coach) delivered a very interesting talk on what is mindset, how it impacts our life and how to train our mind for emotional well-being and how we can change our State of mind from Sadness to Happiness. In the second session, Ms. Vaneet Sodhi (Transformation Life coach) stressed on how good communication can help in increasing Self Confidence, strong relationship development and Understanding and clarity in human approach. Ms Nisha Malik was the resource person for the next session where she dwelled on techniques of better decision making. The most interesting and interactive was the fourth session by Ms. Ashi Prashar, Entertainment Coach and Performing Arts Teacher who spellbound the audience with her techniques of learning to follow the heart, how to succeed in chosen field and how to use our passions to lead a fulfilling life. Overall it was a very interesting Webinar.

**Evidence of Success:**

The above activities have created awareness among students and staff about the pandemic and ensured their safety. Besides the above mentioned activities, encouragement is given to the staff and students to get vaccination to prevent covid and data is collected through google forms from time to time. A considerate attitude is adopted for anyone showing the symptoms.

**Problems encountered and resources required:**

Initially, there was reluctance about vaccination and online teaching, which due to awareness gradually diminished.

**2. TITLE OF THE PRACTICE: LECTURE SERIES ON GENDER SENSITISATION**

**Objectives of the Practice:**

1. To sensitize students towards gender issues.
2. To create awareness regarding gender issues.

**The context:**

In our conservative Indian society, there is a great need to sensitize society in general and students in particular about gender issues.

**The practice:** Various activities organised under this practice were:



1. National online workshop on gender sensitization ( 16/07/2020 ):

Women Empowerment Cell and Anti-Sexual Harassment Cell of Dev Samaj College of Education, Sector-36-B, Chandigarh organised a National Online Workshop on Gender Sensitization during COVID-19 on 16th July, 2020 from 11 AM-1 PM. Pam Rajput, Professor Emeritus, Deptt. Of Political Science, Founder Director Centre for Women Studies, PU, Chd and Dr. Ameer Sultana, Asstt. Professor, Centre for Women Studies, P.U. Chd. were the resource persons of the event. They emphasized on the need to change one's behavior towards other genders and to understand the social and cultural constructions of gender that shapes the experiences of women and men in society. The organizers of the workshop, Dr. Anuradha Agnihotri, Dr. Neeru Malik, Mrs. Manjeet Kaur and Dr. Shefali Cheema brought the workshop to fruition with their hard efforts. All the participants of the workshop were given e-certificates after the workshop.

2. Panel Discussion on International Zero Discrimination Day (01.03.2021):

Dev Samaj Educational Institutions started with Bhagwan Dev Atma's vision of Women awakening and empowerment. Carrying forward the legacy, Dev Samaj College of Education, organized Panel Discussion on International Zero Discrimination Day against Women and Girl child on 1st March, 2021 with galaxy of Panelists, Mr D.S. Koonar, (Retd. Y.P.S. Lect.), Mrs. Kanwaldeep Kaur (Retd. Lecturer), Dr. Namrita Jouhal Alumni from London, Ms. Kanwaljeet Kaur (Present student DSCE) and Volunteer Round class Foundation. The topic for discussion is 'How can we bring Attitudinal change in society for zero discrimination against women? Challenging the discrimination faced by women and girls, the NSS units of Dev Samaj College of Education organized a Panel Discussion on International Zero Discrimination Day.

3. A Lecture on All Gender Sensitisation (02-05-2021): Being a part of a conservative society for a long time, most of us are not aware of existence of a third gender in the society. With Govt. giving third gender a social acceptance and its due rights, it is important for all of us to be sensitized and develop acceptance for the same. Chd. Admn. has recently formed a committee on Transgender and has given direction to spread awareness regarding all the genders. So in line with those directives, N.S.S. Units of Dev Samaj College of education, Chandigarh is organized a Sensitization session for the same by an International speaker on 2nd May, 2021. Let's all rise above the lines of gender, caste, creed and religion and live our

lives as good citizens of a democratic country.

#### 4. Interactive lecture on gender sensitization (06-05-2021):

NSS units of Dev Samaj College of Education, sector-36 B, Chandigarh organized an interactive lecture on 'Gender sensitization' (an initiative by IQAC) on 6th of May 2021 under the patronage of Madam Principal Dr.Agnese Dhillon. Ms. Parneet Sekhon, HR manager, Subhee learning Pvt.ltd. was the resource person.

#### 5. Interactive lecture on 'gender sensitization' by Dr. Jyoti Soni (17.5.2021):

NSS units of Dev Samaj College of Education, sector-36 B, Chandigarh organised an interactive lecture on 'Gender sensitization' (an initiative by IQAC) on 17th of May 2021 under the patronage of Madam Principal Dr.Agnese Dhillon. Mrs. Jyoti Soni, Principal - Shivalik Institute of Education and Research ,was the esteemed resource person.

#### Evidence of Success:

The gender sensitization sessions were very successful and popular among the students indicated by their good strength. They posed queries and interacted well with the audience at the end of every session.

#### Problems encountered and resources required:

Since these sessions were held online, the usual issues and concerns related to any online event were experienced by the organizers such as low bandwidth, slow internet, disruption due to technological lapses, etc.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 7.3 - Institutional Distinctiveness

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

Herbal garden was established in the college in 2009 with the motive to encourage future teachers to promote sustainable practices for use and Conservation of Medicinal Plants and learn the benefits from medicinal plants in our day to day life for better health and immunity and also influence parents, friends and kinship for their use in cooking etc.

College awarded with Best Herbal Garden Award from medicinal plant board, U.T., Chandigarh on 12th March 2021.

Certificate of appreciation for being part of Cohesive E-Waste movement and responsible recycling of electronic waste by NGO Kro Sambhav for safely disposing off electronic weighting 42.6 Kilogram on 20.8.2021.

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	No File Uploaded