



## YEARLY STATUS REPORT - 2021-2022

### Part A

#### Data of the Institution

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	DEV SAMAJ COLLEGE OF EDUCATION
• 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)	agnesedhillon@gmail.com
• Alternate Email ID	info@devsamaj.org
• 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. Mrs. Richa Sharma				
• Phone No.	9888881173				
• Alternate phone No.(IQAC)	01722603241				
• Mobile (IQAC)	7589301710				
• IQAC e-mail address	iqac36@gmail.com				
• Alternate e-mail address (IQAC)	info@devsamaj.org				
<b>3.Website address</b>	<a href="https://devsamaj.org/pdf/AQAR%202020-2021.pdf">https://devsamaj.org/pdf/AQAR%202020-2021.pdf</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="https://devsamaj.org/pdf/AQAR%202020-2021.pdf">https://devsamaj.org/pdf/AQAR%202020-2021.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://devsamaj.org/pdf/Academic-Calendar-21-22.pdf">http://devsamaj.org/pdf/Academic-Calendar-21-22.pdf</a>				
<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
Cycle 4	A	3.11	2023	17/01/2023	16/01/2028
<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
Chandigarh State AIDS Control Society, U.T. Chandigarh	Red Ribbon Club	State agency	30/09/2021	4000
Chandigarh Renewable Energy, Science and Technology Promotion Society, Chandigarh Administration	Akshey Urja Diwas	State agency	18/08/2021	15,000
National Assessment and Accreditation Counsel, Bangalore	Two days National Seminar	Central agency	04/10/2021	34,000
Department of Environment, Chandigarh Administration	Establishment of Vermin Composed	State agency	09/06/2021	9,500
Department of Environment Chandigarh Administration, Chandigarh	Maintenance of Herbal Garden	State agency	26/07/2021	33,800
Director	SWEEP	State agency	14/03/2022	4,000

Higher Education, U.T. Administration, Chandigarh	Activities for National Voters Day			
Department of Science and Technology and Renewable Energy, Chandigarh Administration, Chandigarh	Activities for Science Club	State agency	05/11/2021	20,000
<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>Rs 30,000</b>		
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>				
<ul style="list-style-type: none"> <li>NATIONAL WEBINAR ON 'BLENDED LEARNING: PRACTICES, ISSUES AND CHALLENGES' (25-09-2021)</li> <li>SWACHH CHANDIGARH- GREEN CHANDIGARH AND</li> </ul>				

MS. GREEN CHANDIGARH CAMPAIGN(30-11-2021) • International Workshop On Accelerated Need For New Skills In Teaching Career (09-03-2022 to 15-03-2022) • TWO DAY NATIONAL AWARENESS PROGRAMME ON NAAC ASSESSMENT AND ACCREDITATION (A&A) AND PROVISIONAL ACCREDITATION OF COLLEGES(PAC) FOR HIGHER EDUCATION INSTITUTIONS (HEI) (01-04-2022 to 02-04-2022) • 69ABLE PROJECT (09-05-22 TO 10-05-22)

**12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).**

Plan of Action	Achievements/Outcomes
<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>Value added course on yoga education from 01-06-2022 to 21-06-2021, National webinar on 'teaching methodologies for 21st century teacher' 08-06-2021,</p>
<p>Develop MOOC programmes particularly related to ICT in teaching Learning</p>	<p>Learning Management System (LMS)1.0 29.07.2021 to 11.08.2021, Capacity Building on Classroom Management 01.04.2022 to 12.05.2022, Assessment Tools 25.04.2022 to 16.05.2022</p>
<p>To Develop digital Language Lab to enhance the Linguistic skills of the students</p>	<p>Language lab upgraded 20.10.2021 to 30.10.2021</p>
<p>To encourage and facilitate the students for self study courses offline and Online</p>	<p>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</p>
<p>Organize Awareness programmes to familiarize the students with the diversities in school systems at at national and international level</p>	<p>Interdisciplinary webinar on techniques to enhance positive thinking 03-06-2021, Empower 49 disable students- 06-08-2021, teachers implemented blended mode during teaching learning process</p>
<p>To encourage teachers to adopt multiple mode approach to teaching learning for enhancement of students'</p>	<p>teachers implemented blended mode during teaching learning process</p>

learning	
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	An Interactive Talk On How To Manage Finance With Tax Planning And Career Opportunities 01-06-2021, National Webinar On 'Teaching Methodologies For 21st Century Teacher' 08-06-2021, Workshop On Research Paper Writing 29-11-21 , A Three-Day Training Workshop On Career Assessment 09-12-21 To 11-12-21, Webinar On Effective Teaching Strategies 02-03-2022 To 09-03-2022, International Workshop On Accelerated Need For New Skills In Teaching Career - 09-03-2022 To 15-03-2022
To strengthen professional growth of faculty members by motivating the faculty to attend online webinars, Faculty Development Programmes and conferences	faculty members attended online webinars, and FDPs
To nurture creativity innovativeness and competencies among students through specially designed activities	Bhasha Sangam - a celebration of linguistic diversity (Inter college quiz competition)-21.06.2021, A quiz on "Math is what you adore" -10.07.2021, Essay writing competition on the occasion of world population day 11.07.2021, Desh Bhakti ke rang 30-07-2021, Competition regarding swachata - poster making , slogan making , motivational videos-30.08.2021, Online poster and slogan writing competition on Nutrition awareness, Online recipe writing competition, Online motto writing competition-27-09-2021,

	<p>Skill India swadeshi mela 30-10-21, Miss Green Chandigarh 11.11.21, Poster making and slogan writing competitions on HIV AIDS Day-01.12.21, DECLAMATIONAND QUIZ CONTEST by State election commission 18.12.21</p>
<p>To organize professional development programmes for teachers and administrative staff</p>	<p>National webinar on 'teaching methodologies for 21st century teacher' 08-06-2021, 2. Preparing curriculum vitae 26-07-2021, 3. Two-days National Webinar on "Insights of National Education Policy 2020- Higher and School Education" 31.08.2021 to 01.09.2021, 4. National webinar on 'blended learning: practices, issues and challenges' 25-09-2021 5. Two- day online seminar on NAAC revised accreditation framework 05-10-2021 6. A Webinar on Human Rights Day 10-12-2021 7. International workshop on accelerated need for new skills in teaching career from 09-03-2022 to 15-03-2022</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. International day against drug abuse &amp; illicit trafficking- 26-06-21 2. Expert talk on the topic safeguard women right 11-07-21 3. Global peace working together for a better world 02-08-21 4. Rally on AIDS Day-02-12-21 5. SEMINAR ON "CHILD ABUSE AND POCSO ACT" 07-12-21 6. Webinar on National girl child day, Pledge taking on national girl Child day 22-01-22</p>



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	Webinar on National girl child day, Pledge taking on national girl Child day 22-01-2022, a webinar on survival and protection of girl child, Online quiz on protecting the girl child 24-01-2022, Expert talk on the topic safeguard women right 11-07-2021, A Webinar on Human Rights Day 10-12-2021, Interactive talk on women and nutrition 10-09-2021, Event on international women day 08-03-2022
Sensitization programmes on Environmental consciousness and sustainability	International plastic bag free day 12-07-2021, Pradhan Mantri Ujjwal yojana 12-08-2021, Interactive talk and mass pledge on Swachh 13-08-2021, Swachhta Rally, Interactive talk/ Swachhta mass pledge, Plogging, Cleanliness drive, Distribution of planters to local member of society 07-08-2021 to 15-08 2021, Swachh Chandigarh- green Chandigarh and Ms. green Chandigarh campaign 30-11-2021
To focus on Inclusive Education	69ables project undertaken in collaboration with GMSSS Dhanas and Yuvsatta
<b>13. Whether the AQAR was placed before statutory body?</b>	Yes
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	

Name of the statutory body	Date of meeting(s)
Dev Samaj Managing Council	01/05/2022

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

Year	Date of Submission
2021-2022	11/01/2023

**15. Multidisciplinary / interdisciplinary**

The college being affiliated to Panjab University strictly adheres to the prescribed syllabus by the university. To provide holistic academic growth among students, an interdisciplinary curriculum has been proposed which gives freedom to the students to choose their preferred options from the range of options offered by the institution as teaching subjects, crafts, and other choice-based subjects offered by the institution.

Being a teacher education institution, the college has a broader vision to promote need, value and career-based programs to ensure Scientific, Global and Spiritual Development of the student community. The teaching learning process acquaints the prospective teachers with interdisciplinary and multidisciplinary approaches to implement them in their classrooms.

Keeping in view an approach to curriculum integration generating an understanding of themes and ideas that cut across disciplines and the relationship to the real world, the interdisciplinary research titles are finalized for M.Ed. students. The students are encouraged to use videos and other ICT tools to integrate different subjects for their presentations.

**16. Academic bank of credits (ABC):**

The institution's preparedness for implementing the Academic Bank of Credits depends upon the guidelines of the affiliated university and the Higher Education Department of the Union Territory of Chandigarh. The university is in the process of developing ABC for all the affiliated colleges as they have demanded academic records of the students from all the affiliated colleges. For this purpose, a centralized database along with the database of the college is to be established to digitally store the academic credits earned by the student from various courses so that the credit earned by the student in the previous classes could be forwarded when the student enters the program again. For monitoring ABC, a proper technical

support system is to be created. There is, however, little scope to go beyond University norms for an affiliated College.

### 17.Skill development:

To strengthen the skill development capacity of student teachers the institution has undergone a number of Memorandum of Understanding MoUs signed to enhance the employability and teaching skills of future teachers. A number of value-added courses have been initiated by the institution on various topics that include communication and personality development, Integration of ICT in Teaching-Learning, Life Skills Education, Soft Skills, Integrating Art in the Teaching-Learning Process, training in self-defense etc. Eco club of our college in collaboration with Government High School, Sector-45, Chandigarh conducted tree plantation drive on 31.07.2021.

The institution organizes seminars, webinars, interactive talks of experts and other training sessions and workshops to develop the required skills among the students. The programs organised by the institution

Value Added course on Yoga Education (01.06.2021 to 21.06.2021)

An interactive talk on 'How to manage Finance with Tax Planning & Career opportunities'(01.06.2021)

Interdisciplinary webinar on 'Techniques to enhance Positive Thinking' (03.06.2021)

National webinar on 'Teaching Methodologies for 21st Century Teachers '(08.06.2021)

Expert talk on' Safeguard Women Rights' (11.07.2021)

Inter-College Online competition on 'Preparing Curriculum Vitae' (26.07.2021)

Webinar on 'Global Peace- Working together for a a Better World' in collaboration with Yuvsatta- An NGO (02.08.2021)

Tree plantation inter-college competition (05.08.2021)

An Interactive talk and Mass pledge on 'Swachhta' (13.08.2021)

Celebration of Pashu Jagat Divas (06.10.2021)

National webinar on 'Mindfulness-A way of Life' (16.10.2021)

National webinar on "Blended Learning: Practices, Issues & Challenges" was also organized on 25.09.2021 with an aim to develop 21st century skills to cater to the changing needs of society related to different subject domains.

Interdisciplinary webinar on 'Techniques to enhance Positive Thinking' (03.06.2021)

Two certificate courses have also been started- Certificate course in Human Rights & Value Education; Yoga Teacher Training

MSME courses -Various regular vocational courses have been started in college under MSME (Ministry of India ) since Aug 2021 ,which are as follows

\*DNTT ( 2 years Diploma in Nursery teacher training)

\*NTT (1 year certificate course )

\*YTT( 1 year Yoga teacher training certificate course).

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

The college ensures appropriate integration of the Indian knowledge system by adopting multilingualism in the classrooms. Students can also attempt papers in English, Hindi, and Punjabi.

Opportunities are provided to the students to participate in Youth and Heritage Festival to inculcate a sense of national integration, love for art, culture, and civic sense among the student community, whereas the subject like sociology, and philosophy with a focus on Sankhya, Vedanta, and Yoga philosophy as prescribed in the syllabus also acquaint the students with our rich culture. The college boasts of the best Herbal garden in the Union Territory of Chandigarh, which is a treasure trove of traditional knowledge if appropriately explored. The plants and herbs are QR-coded with information like local names along with scientific names and their benefits for inquisitive minds to explore further. This helps the students to understand the immense potential of herbs and plants as embedded in our ancient Ayurvedic system.

The college celebrates different days to integrate Indian knowledge and values among students. International peace festival is organized

in collaboration with Yuvsatta-An NGO to promote cultural unity, co-operation and team building. Swadeshi Diwali Mela, an annual feature of the college promotes traditional and self-employability skills, and inculcates cultural awareness. The college celebrates MAT PITA SANTAAN DIWAS (16-04-2022) annually to promote rich Indian culture.

Inter-college competition "BHASHA SANGAM", a linguistic plethora with the theme "SWACHHTA" under EK BHARAT SHRESHTHA BHARAT mission was organized on 21-06-2021 to introduce students to all the 22 languages of India and to enhance linguistic tolerance and respect, and promote national integration.

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

As a teacher Education Institution, the main focus is to produce teachers that are well trained to meet the demands of the contemporary education system. To fulfill its responsibility, the institution offers opportunities to student teachers to keep their knowledge updated by organizing awareness programmes on recent educational policies.

The institution organized webinars after the announcement of NEP 2020.

On 06.08.2021, the college in collaboration with Yuvsatta-An NGO, Government Model Sr. Sec. School, village Dhanas, # ARUSHI- a Bhopal based organization working to empower 49 marginalised disabled students initiated a project #49 ABLES TO EMPOWER 49 DISABLE STUDENTS of Government Model Sr. Sec. School, village Dhanas with the objective to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. The prospective teachers also undertake a project 'Einstein', funded by an international NGO, under which they take online classes of underprivileged children to facilitate learning, and also provide appropriate mentoring services. The Einstein Program is a non-profit organization is fully funded by a single, remarkable family in New York. Joseph Melillo, a former teacher on Long Island for over 18 years handles all the operations of the Einstein program. The program hires experienced, creative, diverse, and certified teachers that virtually provide free one to one education and mentoring services for all underserved children in grades K-12. The organization is currently servicing over 500 children globally.

As the teaching-learning process of the college focuses on outcome

based learning, the related CLOs and PLOs are available on the college website [devsamaj.org/pdf/final-plo's-and-clo's.pdf](https://devsamaj.org/pdf/final-plo's-and-clo's.pdf).

## 20.Distance education/online education:

The IGNOU Study Centre for Education was established in the college in the year 2013. The college was adjudged Best Study Centre twice. The college also acts as a centre for USOL courses related to Education. The MOOC Studio has been established to develop MOOC, online value-added course, and e-courses to facilitate the teaching-learning process.

The college has been a study centre for USOL since 2016 onwards. Through its imposing infrastructure the centre extends its excellent facilities and renders effective support services. These include a well-equipped Library, a Computer Lab etc. The method of instruction includes printed study material, Assignments, Video and Audio content on selected topics. The students are taught by highly qualified and experience faculty which is actively engaged in academic research and advancement of knowledge. The centre also involves the USOL students in co-curricular activities and brings them together on a common platform despite their diverse cultural backgrounds.

IGNOU B.Ed. first year workshop was conducted from 13.09.2021 to 24.09.2021.

## Extended Profile

### 1.Student

2.1 310

Number of students on roll during the year

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

2.2 253

Number of seats sanctioned during the year

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

2.3 79+23 (EWS)

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>

2.4 201

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 194

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

2.6 201

Number of students enrolled during the year

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

## 2. Institution

4.1 78.37 Lakhs

Total expenditure, excluding salary, during the year (INR in  
Lakhs):

4.2 25

Total number of computers on campus for academic purposes

## 3. Teacher

5.1 25

Number of full-time teachers during the year:

<b>Extended Profile</b>	
<b>1.Student</b>	
2.1 Number of students on roll during the year	<b>310</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.2 Number of seats sanctioned during the year	<b>253</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	<b>79+23 (EWS)</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.4 Number of outgoing / final year students during the year:	<b>201</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.5 Number of graduating students during the year	<b>194</b>
File Description	Documents
Data Template	<a href="#">View File</a>
2.6 Number of students enrolled during the year	<b>201</b>
File Description	Documents
Data Template	<a href="#">View File</a>



<b>2.Institution</b>	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	78.37 Lakhs
4.2 Total number of computers on campus for academic purposes	25
<b>3.Teacher</b>	
5.1 Number of full-time teachers during the year:	25
<b>File Description</b>	<b>Documents</b>
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2 Number of sanctioned posts for the year:	25
<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	
<p>The college strictly adopts 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. Quality Enhancing Academic Strategies which are adopted in our institution, to enhance the value of effectiveness of teaching-learning process of prospective teachers.</p> <ul style="list-style-type: none"> <li>• Induction meeting by IQAC to plan out the detailed schedule of curricular and co-curricular activities in the session.</li> <li>• Daily Planners are maintained by the staff members, in which they record their weekly planning, and the head of the institution does periodic reviews and give suggestions if</li> </ul>	

required 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.
- Educational tours are conducted with the purpose to supplement the theoretical knowledge with practical one.
- Inviting experts or resource persons for disseminating latest knowledge regarding evaluation techniques and methodology in different subjects.
- Moral & Value Education is an integral part of our curriculum. Classes are held once a week taken by the head of the institution.
- ICT lab and Language lab have been upgraded with latest technologies.
- 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,

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**B. Any 5 of the above**

Alumni	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View File</a>
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View File</a>
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers</b>	<b>A. All of the Above</b>
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	<a href="#">View File</a>

<b>1.2 - Academic Flexibility</b>	
<b>1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</b>	
<b>1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year</b>	
B.Ed semII (3/13), B.Ed semIV (4), M.Ed semII (2), M.Ed semIV (3)	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	Nil
<b>1.2.2 - Number of value-added courses offered during the year</b>	
04	
<b>1.2.2.1 - Number of value-added courses offered during the year</b>	
04	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	
212	
<b>1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year</b>	

212

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

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

**All of the above**

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

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

16

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

16

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

### 1.3 - Curriculum Enrichment

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

The goal of teacher educators is educating the minds and spirit of student teachers by imparting them rich 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 focus to produce competent teachers, who have the theoretical knowledge and understanding, combined with practical skills, proficiencies and commitment for work to enhance the quality of education. Further the curriculum provides them exposure of diverse people and cultures through seminars/workshops, youth festivals, 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 make 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.**

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	<a href="#">View File</a>

1.3.3 - Students derive professionally relevant understandings and consolidate these into their

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

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 familiarized 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. 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.

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

#### 1.4 - Feedback System

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

All of the above

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



<b>1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</b>	<b>Feedback collected, analyzed and action taken</b>
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>TEACHING-LEARNING AND EVALUATION</b>	
<b>2.1 - Student Enrollment and Profile</b>	
<b>2.1.1 - Enrolment of students during the year</b>	
201	
<b>2.1.1.1 - Number of students enrolled during the year</b>	
201	
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Document relating to sanction of intake from university	<a href="#">View File</a>
Approval letter of NCTE for intake of all programs	<a href="#">View File</a>
Approved admission list year-wise/ program-wise	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year</b>	
25	
<b>2.1.2.1 - Number of students enrolled from the reserved categories during the year</b>	
25	

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

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

3

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

3

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

## 2.2 - Honoring Student Diversity

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

Teachers use Entry behaviour tests to assess students' learning levels in the initial classes of each subject. Based on the assessment, tailored teaching methods are employed to cater to students' individual needs. The faculty combines traditional

teaching approaches with modern technology to enhance engagement and relevance. Special coaching, additional resources, and online links are provided to support students in areas where they require assistance. A bilingual approach is used for explanations and discussions to ensure inclusivity. Counseling is offered for personal, academic, and career-related matters. Assignments, group projects, and peer learning activities are regularly assigned and evaluated. Talent recognition events and various academic and co-curricular activities are organized to nurture students' potential. Students are encouraged to participate in different competitions and join clubs for personal development. The faculty assists students in selecting research topics and publishing papers. The college library offers digital resources to support both advanced and weaker learners. Advanced students can take add-on courses and attend special lectures to enhance their skills. Recognition and financial assistance, such as scholarships and fee concessions, are provided to deserving candidates from economically disadvantaged backgrounds.

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

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

Six/Five of the above

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

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

One 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	<a href="#">View File</a>

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

20 : 1

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

16

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

### 2.3 - Teaching- Learning Process

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

Students are given time to prepare their notes through class assignment method. A focus group discussion involves gathering people from similar backgrounds or experiences together to discuss a specific topic of interest. It is a form of qualitative research where questions are asked about their perceptions attitudes, beliefs, opinion or ideas. The students are divided into small groups of 6-8 to carry out different learning tasks such as case study analysis, role plays, games, simulations, and brainstorming etc. Moreover cooperative learning technique help them to work in teams on a common goal. Dialogue method involves ongoing talk between teacher and students, not just teacher-presentation. Through dialogue, teachers elicit students' everyday, common sense perspectives, engage with their developing ideas and help them overcome misunderstandings. Students seminars are conducted in classrooms regularly to assist them on a wide variety of contemporary issues in education, topics included in their syllabus and current policy frameworks. Roleplay and simulations are forms of experiential learning that allow students to explore concepts, practice skills, relate to others, see multiple perspectives, and engage in various modes of learning in the classroom.

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

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

16

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<p> <a href="https://drive.google.com/drive/folders/10Ce19aqb3njz3lSx3tZQBXLks5BBVc-bs7xin4aGzHum-OPKniRKOrmKT_UgeOXPd84IhXue">https://drive.google.com/drive/folders/10Ce19aqb3njz3lSx3tZQBXLks5BBVc-bs7xin4aGzHum-OPKniRKOrmKT_UgeOXPd84IhXue</a> <a href="https://drive.google.com/drive/folders/11Dj10YupnIwBztgLKsmlpsfZ9wkYZFSP7YTy_42EfXsrBgY94lpTZP2B7DEOXTJvc_yi0sCN">https://drive.google.com/drive/folders/11Dj10YupnIwBztgLKsmlpsfZ9wkYZFSP7YTy_42EfXsrBgY94lpTZP2B7DEOXTJvc_yi0sCN</a> <a href="https://drive.google.com/drive/folders/1RR88lMss4FxAECawTzNhhfoB2dxnnHRa_i8iGTrqxiYnwfiI3XTEsuIRx3kP-JW0dwmC5eLku">https://drive.google.com/drive/folders/1RR88lMss4FxAECawTzNhhfoB2dxnnHRa_i8iGTrqxiYnwfiI3XTEsuIRx3kP-JW0dwmC5eLku</a> <a href="https://classroom.google.com/c/NDUxNDg3Njg5Mzgy?cjc=uompe2i">https://classroom.google.com/c/NDUxNDg3Njg5Mzgy?cjc=uompe2i</a> <a href="https://classroom.google.com/c/NDUyMjM1OTU4NDY3?cjc=cdbwinl">https://classroom.google.com/c/NDUyMjM1OTU4NDY3?cjc=cdbwinl</a> <a href="https://classroom.google.com/c/NDMyMDY1Njg4NjM0?cjc=qvbdwqu">https://classroom.google.com/c/NDMyMDY1Njg4NjM0?cjc=qvbdwqu</a> <a href="https://classroom.google.com/c/NDk4MTc2OTQ2MTYx?cjc=toqmmpp">https://classroom.google.com/c/NDk4MTc2OTQ2MTYx?cjc=toqmmpp</a> <a href="https://meet.google.com/oaz-myce-das">https://meet.google.com/oaz-myce-das</a> <a href="https://meet.google.com/mcp-nero-esp">https://meet.google.com/mcp-nero-esp</a> <a href="https://classroom.google.com/c/NDg1ODE2NzOxOTMz?cjc=37f7hpg">https://classroom.google.com/c/NDg1ODE2NzOxOTMz?cjc=37f7hpg</a> <a href="https://meet.google.com/pbz-zmrn-rqq">https://meet.google.com/pbz-zmrn-rqq</a> <a href="https://meet.google.com/pbz-zmrn-rqq">https://meet.google.com/pbz-zmrn-rqq</a> <a href="https://meet.google.com/pbz-zmrn-rqq">https://meet.google.com/pbz-zmrn-rqq</a> <a href="https://meet.google.com/pbz-zmrn-rqq">https://meet.google.com/pbz-zmrn-rqq</a> <a href="https://classroom.google.com/c/NTIwNTQ3ODE0Nzcz?cjc=n2yzbci">https://classroom.google.com/c/NTIwNTQ3ODE0Nzcz?cjc=n2yzbci</a> <a href="https://classroom.google.com/c/NDg1MTEwMDY2MDUx?cjc=bm5nw7e">https://classroom.google.com/c/NDg1MTEwMDY2MDUx?cjc=bm5nw7e</a> <a href="https://classroom.google.com/c/NDg00Tg50DU3MDIz?cjc=7pd5kkr">https://classroom.google.com/c/NDg00Tg50DU3MDIz?cjc=7pd5kkr</a> <a href="https://classroom.google.com/c/NDg1NDkyMTAzNDc5?cjc=hfnpmz">https://classroom.google.com/c/NDg1NDkyMTAzNDc5?cjc=hfnpmz</a> <a href="https://classroom.google.com/c/NDU1ODUxMzYwNDgx?cjc=onluyxc">https://classroom.google.com/c/NDU1ODUxMzYwNDgx?cjc=onluyxc</a> <a href="https://classroom.google.com/c/NDU1ODUzMDg5MTY5?cjc=am2n537">https://classroom.google.com/c/NDU1ODUzMDg5MTY5?cjc=am2n537</a> <a href="https://meet.google.com/esj-wzzv-dtt">https://meet.google.com/esj-wzzv-dtt</a> <a href="https://meet.google.com/get-ucid-iwm">https://meet.google.com/get-ucid-iwm</a> <a href="https://meet.google.com/sbs-ikrs-gmg">https://meet.google.com/sbs-ikrs-gmg</a> <a href="https://meet.google.com/asd-gsdj-xux">https://meet.google.com/asd-gsdj-xux</a> <a href="https://meet.google.com/pzq-uozx-ntu">https://meet.google.com/pzq-uozx-ntu</a> </p>

	<a href="https://meet.google.com/swf-oodt-bbe">https://meet.google.com/swf-oodt-bbe</a> <a href="https://classroom.google.com/c/NDUxMjQ3NjgxNTMy?cjc=7ax7zio">https://classroom.google.com/c/NDUxMjQ3NjgxNTMy?cjc=7ax7zio</a> <a href="https://classroom.google.com/c/Mzk1MDEyNjk4ODA0?cjc=g525tkx">https://classroom.google.com/c/Mzk1MDEyNjk4ODA0?cjc=g525tkx</a> <a href="https://classroom.google.com/c/NDg1NzYzMjIxMDY0?cjc=kotlaqd">https://classroom.google.com/c/NDg1NzYzMjIxMDY0?cjc=kotlaqd</a> <a href="https://classroom.google.com/c/NDU1ODQ4MzIwODcy?cjc=onyirp6">https://classroom.google.com/c/NDU1ODQ4MzIwODcy?cjc=onyirp6</a> <a href="https://classroom.google.com/c/NDMyODA3NjI4NDIz?cjc=jvfkjnl">https://classroom.google.com/c/NDMyODA3NjI4NDIz?cjc=jvfkjnl</a> <a href="https://meet.google.com/dqq-bmbe-dmy">https://meet.google.com/dqq-bmbe-dmy</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

309

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://classroom.google.com/c/NTc5NzU2MTA0MDcx?cjc=gxticv_m">https://classroom.google.com/c/NTc5NzU2MTA0MDcx?cjc=gxticv_m</a> <a href="https://classroom.google.com/c/NTc5NzU0MzAxMTE2?cjc=f5njadg">https://classroom.google.com/c/NTc5NzU0MzAxMTE2?cjc=f5njadg</a> <a href="https://kahoot.it/challenge/05595095?challenge-id=d7a44731-eee7-4172-88bd-cb3116591b8d_1671541468367">https://kahoot.it/challenge/05595095?challenge-id=d7a44731-eee7-4172-88bd-cb3116591b8d_1671541468367</a> <a href="https://kahoot.it/challenge/04466654?challenge-id=d7a44731-eee7-4172-88bd-cb3116591b8d_1671541540726">https://kahoot.it/challenge/04466654?challenge-id=d7a44731-eee7-4172-88bd-cb3116591b8d_1671541540726</a>
Any other relevant information	<a href="#">View File</a>

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

The college has a system of Mentor- Mentee regularly for the professional development of the prospective teachers. The purpose of this system is to provide support and guidance to the students of the college for the betterment of their academic and professional career and thereby contribute towards nation building. It is an effective system that to bridge the gap between the mentee (student) and the mentor (teacher). It is common that the students may experience various difficulties during their two-year B.Ed. or M.Ed. degree or one-year PGDGC and PGDCGFC programme and may have to face academic and adjustment challenges. To cope up with such problems and to enable them to excel in academics and profession as per their potential, the Mentor- Mentee programme for the students of the institution has been developed.

Counselling is being provided to the students for their personal problems by a qualified counsellor and mentorship helps them to seek professional advice about various issues faced by them during



the course such as scope of participation in various activities, improvement in academics, any grievances faced by them and even to identify and nurture their talents.

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

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

Five/Six of the above

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

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

Students are consistently motivated to take advantage of various opportunities available to them, both in the teaching-learning process and beyond, in order to nurture their creativity. One such student is Lobsang Bhuti, a B.Ed student at Dev Samaj College of Education. Originally from Tibet, she currently resides in Ladakh with her family. She enrolled in our college's two-year Bachelor of Education program for the years 2021-2023. When she started college, she faced challenges in speaking Hindi and English fluently. As Tibetan was her primary language, the main obstacle for her was the linguistic barrier. However, our teachers quickly

identified this issue and provided her with additional support and guidance to overcome the linguistic and cultural barriers. She was scheduled for English and Hindi language classes, which helped her improve her proficiency in both languages. With newfound confidence in her language skills, she actively participated in various events, including an NSS camp and poster-making activities.

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

## 2.4 - Competency and Skill Development

**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)**

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

**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**

Ten/All of the above

**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**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**All of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**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**

All of the above

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

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

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

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

All of the above

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

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

**Internship programme is an essential component and an important part of the Teacher Training Programme and it has been designed**

very systematically at Dev Samaj College of Education. The internship programme is carried out in three phases-

1. Pre- Internship 'Observation of Rural Schools' which is schedule for fifteen days (Two Weeks) and its implemented in First Semester of the training programme.
2. Pre- Internship 'Observation of Urban Schools' which is schedule for fifteen days (Two Weeks) and its implemented in Second Semester of the training programme.
3. 'Practice Teaching' which is schedule for 16 weeks and it's implemented in third semester of training program.

Before each internship programme, the list of identified schools is sent to D.P.I. (schools), U.T., Chandigarh for approval and allotment of schools for internship programme. On receiving the approval, the school principals, teacher incharge, and the concerned students are also notified. Teachers personally visit the schools to meet the principals and school mentors regarding distribution of time table and other activities to be carried out in the school.

A 'School Observation Booklet' is provided to the studentsto maintain during their stay in the schools. They are supposed to make and analyse their respective allocated school.

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>
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	<b>No File Uploaded</b>
Any other relevant information	<a href="#">View File</a>

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

**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 interns are prepared how to plan and conduct the activities in the college, beforehand. College teacher and the school teachers along with their staff helps the intern to plan and organise curricular and co-curricular activities for the students.**

**Moreover, if any student is facing a problem academics or personally, interns are motivated constantly and guided too respect individual difference of the student and act as a counsellor to make them feel at ease. They coordinate with the school for CWSNs and others with some problem. Throughout the internship program, various opportunities are provided to the**

intern to experience the environment and functioning of a school. 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	<a href="#">View File</a>

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

All of the above

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

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

Five of the above

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



**2.5 - Teacher Profile and Quality****2.5.1 - Number of fulltime teachers against sanctioned posts during the year****25**

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****17**

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

**2.5.3 - Number of teaching experience of full time teachers for the during the year****321.41****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year****321.41**

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

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1.

In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Teachers continuously participate in a variety of professional development activities such as seminars, conferences, workshops, and online and offline programs. They not only attend these events but also organize workshops and seminars for both students and fellow teachers, covering topics like the National Webinars on 'Teaching Methodologies For 21st Century Teacher, BLENDED LEARNING: PRACTICES, ISSUES AND CHALLENGES and Seminar on NAAC REVISED ACCREDITATION FRAMEWORK and the benefits of eBooks and e-education resources. They are frequently invited to forums where they present papers, chair sessions, and deliver expert lectures. These experiences contribute to their professional growth. Many teachers also engage in writing books, articles, papers for journals, and even contributing chapters to books. They actively utilize online libraries like the National Digital Library, benefiting both themselves and their students. Their institutions subscribe to various online journals, providing teachers with the latest information. Additionally, teachers regularly visit physical libraries to stay updated on educational trends. They are constantly learning and exploring different digital technologies to enhance online teaching and expand learning opportunities for students and themselves.

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

## 2.6 - Evaluation Process

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

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, 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 2021-22, the pandemic situation was still prevailing, so the internal assessment evaluation has been carried out in a hybrid mode, partially online and partially offline manner. The teachers have taken assessments physically as well as in their respective Google Classrooms.

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

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

Four 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	<a href="#">View File</a>

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 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, sessional work, presentations etc. are returned to students with detailed remarks and suggestions are provided for improvement. Students are given various opportunities to showcase their abilities, knowledge and creativity. Uniqueness and originality are encouraged and promoted amongst the students. 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. In case of any error is detected in the final mark-sheet in spite of rigorous scrutiny, it is promptly reported to the University by the College, within time.

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

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

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-to-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.

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

## 2.7 - Student Performance and Learning Outcomes

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

Learning outcomes are an integral part of the college's vision, mission, and objectives. They are clearly stated and communicated, in line with the prescribed syllabi of Panjab University, Chandigarh. The focus is on holistic education, practical training, and the application of knowledge. Students acquire contemporary life skills. Learning objectives are communicated through various means, such as prospectuses, college boards, and magazines. They are also highlighted during orientation programs and events. Course-specific outcomes are conveyed through various channels, including orientation programs, classroom discussions, expert lectures, and practical sessions. Teachers are well-informed about the learning outcomes of the subjects they teach. Stakeholders, especially parents, are informed about the course outcomes of value-added courses. Teachers participate in workshops and contribute to scholarly works. The principal and select teachers are involved in curriculum revision committees. Successful alumni interactions provide guidance to students. The college emphasizes the alignment of perception and outcomes to

enhance the quality of teaching and learning.

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

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

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

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

Regular monitoring of students' progressive performance and the development of professional and personal attributes aligned with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) is essential for their improvement. This enables students to excel in learning innovative teaching methods and stay updated with the latest strategies in the field of education. To assess student learning effectively, a range of assessments is utilized, including class tests, snap tests, house tests, semester-end examinations, class participation, presentations, workshops, written assignments, and sessional work. These assessments provide immediate feedback and allow teachers to analyze individual student performance, thereby supporting classroom teaching goals. Furthermore, the college focuses on fostering professional attributes in prospective teachers to prepare them for future work-life. Best practices like the "Honesty corner" promote honesty and integrity among students, where they can take stationary items without monitoring and handle the monetary aspect themselves. House tests are conducted without invigilators, encouraging students to become responsible and accountable for their learning. Throughout the year, students are assigned various responsibilities that develop their leadership skills and

organizational abilities. Collaborative tasks, such as group participation in events, foster a sense of teamwork. Teachers and mentors closely observe and monitor these attributes and provide guidance as needed.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.7.4 - Performance of outgoing students in internal assessment

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

**B.Ed (200) M.Ed (27) PGDGC(39) PGDCGFC (42)**

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

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

The Institution utilizes a variety of evaluation methods to gauge students' performance and measure their progress in achieving Program Outcomes, Program Specific Outcomes, and Course Outcomes. These methods encompass University Examinations, terminal exams, internal and home assignments, unit tests, surprise tests, open book tests, class tests, assignments, projects, sessional work, and presentations. Students receive detailed feedback and constructive suggestions to aid their improvement. Additionally, remedial coaching is available to support students who require additional assistance in keeping pace with the desired

progression. The evaluation process comprises both external assessment by the university and internal assessment by the institution. University examinations contribute to 75% of the total marks, while the remaining 25% is allocated for internal assessment. Students enrolled in Add-On/Certificate Courses undergo evaluations conducted by the institution itself, which are based on measurable course outcomes and occur throughout the academic year. Evaluation methods include end-semester university examinations, internal and external assessments (including practical examinations evaluated by external experts), as well as feedback collection from students, alumni, employers, and parents. These feedback evaluations serve to determine students' attainment levels and evaluate the impact of the teaching-learning process on their achievement of program and course outcomes.

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

## 2.8 - Student Satisfaction Survey

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

Nil

## 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

1

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

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

1



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	<a href="#">View File</a>
<b>3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research</b>	<b>Three of the above</b>
File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>
<b>3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports</b>	<b>All of the above</b>

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	<a href="#">View File</a>

### 3.2 - Research Publications

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

11

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

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

10

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.3 - Outreach Activities

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

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

69

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

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

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

5844

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

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

1639

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

1639

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

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

Our college prioritizes community service and actively engages students through committees and clubs. We lead awareness campaigns on various issues and involve the community through street plays and interactive talks. Our students participate in cleanliness drives, surveys, rallies, and skill development activities for village residents. We also organize medical camps, promote eco-sustainability, and conduct outreach projects to support marginalized groups. During COVID-19, we spread awareness and donated masks. Additionally, we strive to provide quality education and holistic development to underprivileged children in our adopted village. Our outreach activities foster leadership,

empathy, and service-mindedness, creating deeper connections between students and their communities. The outreach involves leading awareness campaigns such as Awareness on gender sensitization, HIV AIDS, Adolescent girls' Health Menstrual hygiene, Zero discrimination, Human rights, women rights, Harassment of women at work place to sensitize the community and our students regarding these issues and problems through 'Nukkad Naataks' and interactive talks etc.

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

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

04

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

### 3.4 - Collaboration and Linkages

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

6

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

6

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

15

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

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

All of the above

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

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

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

The 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 first batch are 30 in YTT and 34 in NTT.

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

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

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

9

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://www.devsamaj.org/ict-enabled-class-rooms.php">http://www.devsamaj.org/ict-enabled-class-rooms.php</a>
Any other relevant information	<a href="#">View File</a>

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

1379627

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

#### 4.2 - Library as a Learning Resource

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

The College library is fully automated. It uses Koha Software, which is an Open Source Integrated Library Management System. It has full catalogue module enabling library staff to capture complete details of all the library items. The Catalogue module provides a clear and simple interface for library users to check the availability and status of all library items through different approaches like author, title, subject, accession number, editor etc. 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 user name and password provided to them by the library staff. This software will also help to generate different types of reports and maintain statistics for the library. The RFID (Radio Frequency Identification) system has also been installed in the college library. It is an automated method of identification that utilizes non-contact wireless radio frequency signals wherein information is digitally embedded in RFID tags or smart labels which can be interpreted by radio signals by the reader. Under this, security gate has been installed at the entrance of the library and RFID tags have been pasted on each and every book. This will enhance the security of library books, as nobody can take out the books from the library without getting them issued from 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="http://www.devsamaj.org/pdf/naac-library-services-for-website-1-1-converted.pdf">http://www.devsamaj.org/pdf/naac-library-services-for-website-1-1-converted.pdf</a>
Any other relevant information	<a href="#">View File</a>

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

The college library subscribes to 9 e-journals, out of which 8 journals are international subscribed from Sage Publications. Also the library has purchased 30 e-books from Sage publications with perpetual access. In addition to this, the college library is a member of NLIST program of INFLIBNET, the membership of which is renewed on annual basis by the college library. NLIST has access to thousands of E- journals of different publishers and lakhs of e-books relating to different subjects. 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 NLIST program of INFLIBNET by becoming the member of NLIST program. The college website has the lists of M.Ed. dissertations of our college students as well as of students from other colleges and IGNOU students guided by our faculty members. The college website has also the list of Ph.D. theses available in 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	<a href="#">View File</a>

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

Two of the above

**Shodhganga e-books Databases**

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

**4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)****3,01,552**

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

**4.2.5 - Per day usage of library by teachers and students during the academic year****4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year****581**

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="https://www.devsamaj.org/pdf/Certified%20copies%20of%20ledger.pdf">https://www.devsamaj.org/pdf/Certified%20copies%20of%20ledger.pdf</a>
Any other relevant information	<a href="#">View File</a>

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

### 4.3 - ICT Infrastructure

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

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 44 computers with internet connectivity of 30 MBPS. The teachers have developed various e-content modules (online/MOOC courses). Students use computer lab and internet service to do their work during the computer hour. Hostel students are permitted to work in the laboratory after college hours i.e. 4 pm to 5 pm. 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	<a href="#">View File</a>

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

223:25, i.e. 9:1 (B.Ed. and M.Ed.) 80:25, i.e. 3:1 (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	<a href="#">View File</a>

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

E. < 50 MBPS

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

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

Five or more of the above

available in the institution such as Studio /  
Live studio Content distribution system  
Lecture Capturing System (LCS)  
Teleprompter Editing and graphic unit

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="http://www.devsamaj.org/e-content.php">http://www.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="http://www.devsamaj.org/e-content.php">http://www.devsamaj.org/e-content.php</a>
Any other relevant information	<a href="#">View File</a>

#### 4.4 - Maintenance of Campus and Infrastructure

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

6457257

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

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

The College has established systems and procedures for maintaining and utilizing facilities. It has regular maintenance and periodic replenishment of essential facilities under the guidance of College Advisory and Development Committee; and Academic Committee. The Principal is the Chairperson of these committees. 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 up keep 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, Gensets and solar system have been installed which are technically manned by the trained technicians.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="http://www.devsamaj.org/pdf/System%20and%20Procedures.pdf">http://www.devsamaj.org/pdf/System%20and%20Procedures.pdf</a>
Any other relevant information	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

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

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

Nine or more of the above

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

A. All of the above

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

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

Three of the above

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

## 5.2 - Student Progression

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



Number of students placed as teachers/teacher educators	Total number of graduating students
15	Nil

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

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

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

23

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

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

54

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

### 5.3 - Student Participation and Activities

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

The College has a Student Council, providing a platform for student voices and fostering leadership and responsibility. It actively participates in academic and administrative bodies, with Class Representatives representing each class. Regular meetings ensure effective representation of student interests.

Council members are democratically elected and hold monthly meetings to assess teaching, learning, and support services. They organize domain-specific events, extracurricular activities, and competitions, promoting leadership skills. Club/Committee activities enhance communication, team management, and resource skills, boosting student confidence.

Two council members represent the IQAC Cell, committees, and clubs, participating in discussions and decisions. The council carries out various college duties, including maintaining discipline, conducting assemblies and functions, acting as a bridge between faculty and students, and addressing student concerns.

The council's composition includes a President, Vice President, Secretary, Joint Secretary, and Class Representatives, elected following transparent processes. Their activities aim to improve the college experience and necessary funds are provided accordingly.

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

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

14

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

#### 5.4 - Alumni Engagement

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

The "Dev Angels Alumni Association" is the official alumnae association of DSCE Chandigarh, registered under the Societies Act XXI of 1860 on October 7, 2021. It serves as a support system for the institution, focusing on motivating students and nurturing their talents. The association engages in various activities to achieve its objectives.

Firstly, it assists alumni in campus placements by meeting the institute's requirements and ensuring the best arrangements for securing placements in prestigious institutions. Resume writing, written tests, group discussions, and interview facilities are also provided to aid students in their job search.

Secondly, the Dev Angels Alumni Association plays a crucial role in counseling and guiding students towards successful career placements. It acts as a bridge between students' academic programs and their entry into the teaching profession, coordinating various career counseling activities to help students make informed decisions about their future paths.

The association organizes year-round training activities to prepare prospective teachers for job placements and actively generates placement and training opportunities for students.

Furthermore, the Alumni Association supports the overall development of DSCE by contributing to conferences, workshops, and

**Faculty Development Programs (FDPs).** Members of the association actively participate as organizers, trainers, and facilitators in these events.

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

**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**

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

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

**12**

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

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

Dev samaj College of Education has a registered Alumni association known as "Dev Angels alumni Association" registered on 7.10.2021. It acts as a support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them in the following ways::

- The Alumnae association functions to support alumni of the institution in resume writing, written test, group discussion and interviews. It helps to cater to the needs of the institute in conducting campus placements.
- The Alumnae association provides all facilities for library usage, ICT facilities, research guidance for Ph.D. to the alumni members.
- Alumni members are invited to be the resource persons in seminars, webinars and workshops for teaching various skills to the present students.
- The Alumnae Association also coordinates various activities related to the career counselling of the students.
- The association is sensitized to contact its past students for their placements in premium institutions and maintains a close contact with its members through phone calls and WhatsApp groups.

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

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students

and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Dev Samaj College of Education is a 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 College is directly managed by the Dev Samaj Managing Council with its Head Quarter at Chandigarh. Dev Samaj Managing Council (Apex body) of the Dev Samaj is rendering selfless service and putting in untiring efforts for the all-round development of our students under the guidance and leadership of honorable Secretary, Dev Samaj, and Chairman Dev Samaj College of Education, Shriman Nirmal Singh Dhillon and dynamic Principal Dr. Mrs. Agnese Dhillon whose life mission is to render selfless service to Dev Samaj and society at large. Dev Samaj Council has other members and patrons, who include educationists and eminent public men through which the college has made a secure niche in the temple of Education who are instrumental in participating in decision making for the effective functioning of the institution.

For more information kindly visit <https://devsamaj.org/vision-mission-values.php>

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

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

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. The management of the college takes effective measures in encouraging and supporting the involvement of the staff for the 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. The composition of the student council is as follows:

- President
- Vice President
- Secretary
- Joint Secretary
- Class representatives

To promote decentralization and participatory management the college has very well allocated different duties to respective teaching members and non-teaching members

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

#### Financial Transparency:

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 college strictly maintains transparency in the academic functions like displaying of the internal assessment of the students of different programmes in various subjects by displaying the internal assessment scores on the notice board before sending these to the Panjab University, Chandigarh. The college strictly maintains transparency in administrative functions also. All type of recruitments are strictly done by following the rules and regulations of Panjab University, Chandigarh/ Director Higher Education, Chandigarh Administration, Chandigarh/ Govt of India and The Dev Samaj Society.

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

### Embracing Diversity: A Journey towards Inclusive Education

- **Vision:** To create an inclusive and welcoming college environment that promotes awareness and prepares students to celebrate diversity, ensuring equitable educational opportunities for all.

**Mission:** To prepare and train students to implement comprehensive strategies and practices that foster a culture of inclusion, providing support and empowering students of all backgrounds and abilities to thrive academically and personally in the schools.

- **Project 69able 2021-22:** The 49ables Project, organized by GMSS School, aimed to introduce students to various activities with the support of Dr. (Mrs.) Agnese Dhillon, Principal. B.Ed student teachers participated, and the school's teachers facilitated better coordination by



familiarizing them with diverse abilities, leading to more students joining. The project evolved into 69able, highlighting the college's vision of shaping excellent and compassionate educators with strong values.

- **Project Einstein:** The college partnered with the privately funded Einstein Programme in New York, which provides free education and mentoring to underserved students, aiming to help them achieve deserved success. Through this collaboration, college students gained valuable teaching experiences with deprived students in India and the US.
- **Visits to Grid and SKILL INDIA SWADESHI MELA** give opportunities to encourage and raise awareness about diversity among the students and respect abilities and disabilities.

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

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

The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Introduction The institution has established written policies for all the important aspects of governance. The participation of students, teachers and non-teaching staff in decision-making processes is also specified. Therefore, through the structures, processes, and practices of governance, everyone associated with the institutional bodies work together for the development of the institution.

As the institution is a government aided college, it functions under the direct administrative control of Director Higher Education (DHE), Chandigarh Administration, Chandigarh. For the

efficient functioning of all the colleges under its ambit, the DHE office issues a number of instructions from time to time, prescribing rules, regulations and procedures in dealing with academic, administrative and financial matters. Accordingly, the DHE is also responsible for the overall supervision for the smooth functioning of the college.

The college is affiliated to Panjab University, Chandigarh so it follows all the rules of the university in running different programmes in the college. the institution also follows the academic calendar of Panjab University, Chandigarh.

File Description	Documents
Link to organogram on the institutional website	<a href="https://devsamaj.org/pdf/organogram-001-converted.pdf">https://devsamaj.org/pdf/organogram-001-converted.pdf</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All 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.

One decision based on the minutes of the meetings of various

Bodies / Cells / Committees which is successfully implemented was follows: Activity of the Peace Club:

Decision : To organize an online Webinar on Global Peace - working together for better world in association with in association with Yuvsatta (Youth for Peace)- an NGO working for the Promotion of Culture of Peace & Non-violence. Various topics were proposed. Additionally, the technical aspects of hosting the webinar were discussed, and the team agreed to use a reputable webinar platform that allows for seamless interaction and participation from a global audience. The marketing and promotional strategies were outlined to maximize the webinar's reach and impact.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 6.3 - Faculty Empowerment Strategies

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

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.Uniforms for supporting staff

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

2

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	<a href="#">View File</a>

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

13

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

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

**12**

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

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

A strong performance management system is essential for enhancing the overall organizational performance of both teams and individuals, ensuring the successful realization of the organization's mission and vision. It plays a vital role in efficiently managing the organization.

Furthermore, at the conclusion of each semester, students are provided with feedback forms for the courses they have attended. These forms, in the format of questionnaires, gather information about the teacher and various aspects related to the teaching process. A team comprising the Head of the Department and a Senior Professor reviews the collected feedback forms from the students and proposes appropriate measures to enhance the teaching-learning process. However, it is worth noting that there is no performance appraisal system in place for the non-teaching staff at the institute.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 6.4 - Financial Management and Resource Mobilization

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

The college has an effective mechanism for auditing the accounts. The college appoints a bursar and all vouchers are checked regularly. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the principal. The accounts of the college are audited by chartered accountant regularly as per the government and governing body rules. The auditor ensures that all payments are duly authorized after the audit. Any queries, in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits.

The external audit (non-periodic) for the grants received from Government and non-Government Agencies is performed by Audit General U.T. Chandigarh.

Apart from this there is an External Audit (periodic-annually) for the college is done by Mr. R. P. Mallic, a qualified C.A. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels.

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)

35000

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

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

Under Resource Mobilization Policy, the Institution has a transparent and well planned financial management system. The Resource mobilization policy focuses on achieving the goals of the institution ensuring accountability and transparency. The Management coordinates and monitors the optimal utilization of the funds. The main source of income for the institute is the fees collected from the students. The fee is collected as per the guidelines of the affiliated body of the college that is Panjab University. The mode of payment is through online and digital mode. Institute ensures the income generated is spent optimally in the institution itself. It is very important to create resources and utilizing them properly to achieve the vision and mission of the institute. It has a well defined resource mobilization policy framed by experts and approved by the board of management. The

resource mobilization includes financial resource, materialistic resource and human. It is the responsibility of institute to provide appropriate resources to concerned departments to achieve a prespecified requirement. The institution mobilize its funds by providing college building to various Govt and non- Govt agencies to conduct several All India Entrance Test/ Written Examinations/ P.U. Entrance Test s/ NITTTR.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.5 - Internal Quality Assurance System

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

IQAC plays a significant role in various quality matters of the institution. The IQAC initiates, plans and supervises various activities that are necessary to increase the quality of the education imparted in the college. In the beginning of the session, the annual plan is discussed with the principal and members of the IQAC to chalk out quality initiatives to be undertaken 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, if required. Various events such as celebration of days of national and international importance, 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	<a href="#">View File</a>

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

The IQAC continuously reviews and enhances the quality of the teaching-learning process. The Academic Calendar is prepared well in advance and strictly adhered to, encompassing various programs, vacations, examinations, and result declarations. New students attend a compulsory Orientation Programme to understand the institute's philosophy, education system, evaluation process, and other essential aspects. Students receive a comprehensive Student Diary containing all relevant information. The institute values feedback from stakeholders, such as teachers, parents, and students, and takes prompt action to implement their suggestions. Additionally, the IQAC has undertaken several initiatives over the last five years, including the establishment of MOOC Studio for online training programs and the introduction of Value Added Courses to bridge the gap between academics and industry needs. Seminars and webinars on various educational topics keep the faculty updated with recent trends.

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

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

39

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

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/IOAC-Meetings-2021-2022.pdf">http://devsamaj.org/pdf/IOAC-Meetings-2021-2022.pdf</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="http://devsamaj.org/pdf/AOAR%202020-2021.pdf">http://devsamaj.org/pdf/AOAR%202020-2021.pdf</a> , <a href="http://devsamaj.org/pdf/AOAR---2019-20.pdf">http://devsamaj.org/pdf/AOAR---2019-20.pdf</a> <a href="http://devsamaj.org/pdf/AOAR--2018-19.pdf">http://devsamaj.org/pdf/AOAR--2018-19.pdf</a> , <a href="http://devsamaj.org/pdf/AOAR----2017-18-1.pdf">http://devsamaj.org/pdf/AOAR----2017-18-1.pdf</a> , <a href="http://devsamaj.org/pdf/AOAR---2016-17.pdf">http://devsamaj.org/pdf/AOAR---2016-17.pdf</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	<b>No File Uploaded</b>
Feedback analysis report	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Incremental improvements achieved in academic and administrative domains:**

**Talk on "Critical Analysis of Student Teaching"**

"Critical Analysis of Student Teaching.": The talk, delivered by Dr. D. S. Kooner, an eminent educationist. The session covered essential aspects of student teaching, including pedagogical approaches, classroom management, differentiation, and assessment techniques. The students found the talk informative and engaging. After the talk, an interactive Q&A session facilitated valuable

discussions and practical insights. This talk has proven beneficial for improving teaching practices and enhancing the overall quality of education.

#### Purchase of ERP Software

"ERP Software": The college office administration adopted the ERP software for achieving a paperless office environment in our college. It was aimed at streamlining administrative processes, enhancing efficiency, and reducing paper consumption. The ERP system has seamlessly integrated various departments, including administration, finance, human resources, and academics, into a unified digital platform. Through this software, document management, communication, and data storage have been digitized, significantly reducing our reliance on paper-based processes. Not only has this initiative reduced costs associated with paper and printing, but it has also improved collaboration, accessibility, and data security.

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

### INSTITUTIONAL VALUES AND BEST PRACTICES

#### 7.1 - Institutional Values and Social Responsibilities

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

The institution's energy policy revolves around two main pillars: energy conservation and the integration of alternative sources of energy. To achieve a sustainable and environmentally responsible campus, the institution has implemented various measures. Firstly, it has embraced renewable energy by installing a 100 KW capacity solar rooftop, which has significantly increased the total solar energy generated on campus. This move not only reduces the institution's reliance on conventional energy sources but also contributes to a carbon-neutral campus.

Secondly, energy conservation is actively promoted throughout the campus. Energy-efficient compact fluorescent lamps (CFLs) have been installed to replace traditional lighting, cutting down

energy consumption. Additionally, the campus design has been optimized to maximize natural daylight utilization, further reducing the need for artificial lighting during the day. Faculty members play a crucial role in the energy-saving efforts by ensuring lights and fans are turned off when not in use.

To foster a culture of energy awareness and responsibility, students are actively involved in the initiative. Handmade posters created by students are displayed around the campus to raise awareness about the efficient use of energy. This approach helps in instilling a sense of ownership and commitment towards energy conservation.

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 has an effective Waste Management Policy that addresses the disposal of various types of waste. The college follows five 'R' principles of reduce, reuse, recycle, reuse and regenerate to minimize waste production and manage waste effectively. Designated colored bins for dry and wet waste, promoting use of jute and cloth bags is promoted.

Dry materials like papers, files, plastic, and old furniture are sold to recycling agents to generate income. Wet waste such as kitchen and garden waste is disposed of on designated dustbins and recycled into a compost pit, which is monitored periodically.

An e-waste bin is available for electronic waste collection. Students are encouraged to submit their assignments digitally such as pen drives, email or google classrooms.

Water wastage is minimized by advising staff and students to minimize water wastage by turning off taps and reporting any leaks. Rainwater harvesting is promoted through NSS activities with a pit in place to collect rainwater and replenish the groundwater table. Finally, everyone in the school community makes

an effort to reduce water wastage in the mess, canteen and washrooms.

The collected waste on campus is then recycled according to the policies of the Municipal Council and Chandigarh Administration.

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

**7.1.3 - 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	<a href="#">View File</a>

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

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

The college campus covers 10504.08 square meters. The campus includes classrooms, labs, administrative block, hostels, residential areas, storage areas, a mess, a canteen, and a basement. It also features open spaces with lawns, parking areas, a herbal garden, a kitchen garden, and walking passages.

The campus boasts abundant greenery, including trees, lawns, potted plants. To promote eco-friendliness, students are encouraged to use bicycles, e-scooters, car-pooling and scooter-pooling. The use of plastic is discouraged in the campus.

The college mess and canteen prioritize sustainability by using steel utensils. Emphasis is placed on seasonal vegetables and fruits. A compost pit is utilized for kitchen waste recycling. Events at the college promote eco-friendly practices, such as gifting saplings, using slides as backdrops, environmental awareness programs and Education, gardening work experience programs, and celebrations of Akshay Urja are regular features. The college's 'Wall of Kindness' initiative in collaboration with Peace Club and Yuvsatta (NGO), promote sustainability and reuse and serves as a platform for donating clothes, books, toys, etc. to the needy. The motto is 'Take what you need. Leave what you don't,' The open area for greenery and environmental activities covers 4481.55 square meters, contributing to a vibrant and eco-conscious campus environment.

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

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

All of the above

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

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

202803

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

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

The college, located in the heart of Chandigarh, the capital city of Punjab and Haryana states. Due to its strategic location, the building serves as a venue for numerous competitive examinations, awareness campaigns in collaboration with organizations. It involves the Community Practices, Campaigns and various Drives. Among these are:

Herbal Garden within the college campus has proven to be an invaluable asset. The college was also able to obtain the Best Herbal Garden Award by Medicinal Plants Board, U.T. Chandigarh.

In connection with Swachhta Pakhwada 2021, "Cleanliness Programme



in College Campus" conducted by NSS volunteers. Cleanliness activities were conducted in and around the college premises.

To contribute to the Swachh Bharat Abhiyan, healthy society and a clean nation, the college initiated distribution of plant saplings for safeguarding the future generations.

A One- day seminar on 'Swachh Chandigarh- Green Chandigarh and Ms. Green Chandigarh Campaign has been organized in association with the Department of Environment Chandigarh Administration, Federation of Sector Welfare Association of Chandigarh (FOSWAC) and Yuvsatta Youth for Peace (NGO).

As a part of Swachhta Drive college organized PLANTATION OF SAPLINGS on 15th August, 2021.

Inter- College Competition of Slogan writing, Poster Making and Collage Making on Earth day.

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

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

A. All of the above

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

## 7.2 - Best Practices

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

**Best Practice-I Title of the Practice: - 69-ables Project**  
**Objectives: -** • To provide pupil-teacher as mentors to specially-abled children • To empower specially-abled children • To provide one-to-one interaction for their better emotional health  
**The Context: -** A unique project '69-ables' was initiated by the college in collaboration with NGO, Yuvsatta. The project has been initiated with the purpose of helping differently abled children studying in Government Model Senior Secondary School, Dhanas, Chandigarh.  
**Evidence of Success: -** Field visits are undertaken for the betterment of the school students and pupil teachers also learn a lot about inclusive education.  
**Action Plan: -** Students go time to time to mentor the specially-abled children. ?

**Best Practice-II Title of the Practice: Einstein Programme**  
**Objectives: -** • To combine individualized and engaging learning experiences • To provide one-to-one mentoring • To instil a love of learning and inquiry • To impart an expanded sense of their potential.  
**The Context: -** The Einstein Programme is privately funded, New York based organization whose mission is to provide free education and mentoring to undeserved students in order to achieve the success they deserve.  
**Evidence of Success: -** Students are benefitted from this service and students are happy to receive

some extra monetary benefits for the good job they are doing  
**Action Plan:** - Students are assigned one underprivileged student to teach online and the NGO pays for their teaching services. ?

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

### 7.3 - Institutional Distinctiveness

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

The college proudly embraced a 'Wall of Kindness', a vibrant initiative started in 2017. This wall serves as a hub of generosity, where individuals can donate clothes for those in need. It stands as a testament to the collective empathy within the campus community, encouraging selflessness and inclusivity. Anyone can visit the wall and anonymously take what they need, it ensures that recipients can access what they need without any fear or embarrassment. Students and faculty members are encouraged to bring gently used items and place them on the wall.

The impact of the Wall of Kindness extends beyond the college campus as well. This compassionate initiative has spread throughout the local community, garnering attention and admiration. Community members have joined hands with the campus community, contributing to the wall and helping to expand its reach.

In essence, the Wall of Kindness on the college campus is a beacon of compassion, fostering a culture of empathy and support. It demonstrates that even the simplest acts of kindness by bridging the gap between those in need and those willing to help, the wall of kindness cultivates a sense of belonging and reminds every one of the power of collective goodwill.

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

