



SELF STUDY REPORT

FOR

4th CYCLE OF ACCREDITATION

DEV SAMAJ COLLEGE OF EDUCATION

DEV SAMAJ COLLEGE OF EDUCATION, SECTOR 36-B, CHANDIGARH

160036

www.devsamaj.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Dev Samaj, a unique religious movement founded in 1887 by the most worshipful Bhagwan Dev Atma. The fundamental objective of Dev Samaj is to promote the unique life mission of Bhagwan Dev Atma i.e. propagation of truth, beauty & goodness in thought speech & action among all classes of people irrespective of cast, creed color & country.

At the time when women education was considered superstitious it was the vision of Bhagwan Dev Atma who considered women education essential for their social, moral and spiritual upliftment. So he started teaching his two women relatives at home. Later, Bhagwan Dev Atma become the pioneer reformer who opened a high school for girls at Ferozepur in 1901. Since then Dev Samaj Managing council is running 22 educational institutions in the country.

Dev Samaj College of Education, 36-B, Chandigarh is a privately managed aided college affiliated to Panjab University, Chandigarh with a glorious history of 40 years since its inception in 1981.

Dev Samaj College of Education is one of the very prestigious Teacher Education Institution established in 1981. The college is managed by Dev Samaj Council under the dynamic leadership of Sh. Nirmal Singh Dhillon Ji, Secretary, Dev Samaj and Chairman of the college. Dev Samaj College of Education is a Government Aided institution affiliated to Panjab University recognized by NCTE and UGC under section 2f and 12b. The college takes pride in conceding that it is the first college in the northern region to be recognized by NCTE in the year 1997 and it is also the first teacher education college in the northern region to have been accredited with four stars by NAAC in 2002. And with the grade 'A' in its second cycle of accreditation in 2010. The college has been awarded with 'A' grade by NAAC in third cycle as well in the year 2017. The college is a pioneer in women education, particularly teacher education known as an epitome of spirit of selfless service, devotion and patriotism.

Vision

Keeping in view the vision of Revered Bhagwan Dev Atma to empower and emancipate women, the vision of the college is to shape, sensitize and inculcate in the prospective teachers a desire for excellence combined with right attitudes, values and ideologies

- To achieve academic excellence through hard work, critical thinking and effective decision making.
- To facilitate learning among their pupils through appropriate skills and methodologies and to exercise responsible leadership and render selfless service to the community.

Mission

The mission of DSCE is to train a qualitative renewable talent bank of dedicated, committed educators who are intellectually well developed, socially concerned, morally upright and spiritually oriented teacher citizen of India. The result is a wholesome personality that creates value for organizations even while meeting the

challenges of the 21st century and bridging the chasm between the haves and the have-nots. Faculty, staff and administrators facilitate the transformational change that is sought to be brought about in the young people who pass through the corridors of DSCE. People who walk the talk make the vital difference at DSCE. By personal example, they inspire students to imbibe the virtues of hard work, perseverance and carry a positive attitude.

The institution has the following Core Values as envisaged by NAAC:

- Contributing to National Development
- Fostering global competencies among the students
- Inculcation of a value system among students
- Promoting the use of Technology
- Quest for Excellence

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- First college in the northern region to be recognized by NCTE in the year 1997.
- First teacher education college in the northern region to have been accredited with four stars by NAAC in 2002, grade 'A' twice in second and third cycle of accreditation in 2010 and 2017 respectively.
- Decentralized and participative management with representation from government, academicians, experts from industries, local bodies, students etc.
- Highly qualified, experienced, and dedicated faculty members.
- Student centric functioning with remarkably good mentor-mentee ratio.
- The college is known for its students' achievements in academics, cultural and sports activities at local, national and university level.
- CCTV and Wi Fi enabled campus with smart classrooms, computerized administrative Block, library equipped with latest software KOHA and RFID system & Research Resources (INFLIBNET) and N-LIST programme, well equipped laboratories and safe parking facility.
- Established of Digital English Language Lab with the latest software Wordsworth.
- Divyang friendly campus
- Authorized study center of IGNOU and USOL Panjab University.
- Grant of Rs. 2 crores sanctioned from RUSA.
- IQAC, different cells and committees actively involved in innovative practices initiated by the college.
- Innovative practice of giving seed money to teachers for their research work.
- DSCE is the first institution in Chandigarh to successfully run regular vocational courses of DNTT, NTT and YTT under MSME (Government of India).
- Regular Moral Education classes.
- Excellent outreach activities for which the college has been awarded as "Best NSS Units" at national Level and university level.
- The college has earned "Platinum Ranking in Green Audit" and awarded as "Best Herbal Garden" in U.T. Chandigarh for its Green, Energy, water and waste management policies and their effective implementation in the campus.

- Establishment of MOOC Studio to develop e content.
- The first college to develop MOOC on 'Online-Teaching to train teachers in the times of CORONA. It was launched by training nearly 1000 teachers across the country. Thereafter, 100 teachers of Punjab Government were trained. The training programme was appreciated and adopted by the Punjab Government and uploaded it on SCERT Punjab DIKHS Portal to train all Government teachers.

Institutional Weakness

- Being an aided and affiliated college, need approvals and clearance from the government for policy changes and new initiatives
- Revisions in curriculum cannot be made directly but can only be suggested in Board of Studies of affiliating university.
- Stringent government rules resulting in reduced flexibility in administration.
- The college has been trying to improve its placements.

Institutional Opportunity

- DSCE is located at the heart of the city, so the infrastructure is used for mobilization of funds by making it an examination center for various competitive exams in the college building.
- Its proximity to the bus stand attracts students from states like Punjab, Haryana and Himachal Pradesh.
- Greater focus on improving communicative skills to improve the student's academic performance as they are coming from different states.
- Strengthening research opportunities for the faculty in the college.
- Scope for enhanced alumni engagement in academic and research projects
- To start new programmes and revamp existing curriculum in line with National Education Policy 2020
- The IQAC consistently encourages faculty to file more patents and to get more research projects.

Institutional Challenge

- DSCE is located at the heart of the city, so the infrastructure is used for mobilization of funds by making it an examination center for various competitive exams in the college building.
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1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college strictly follows the curriculum prescribed by the Panjab University and gives its valuable input by

participating in curriculum revision workshops and in the meetings of the Board of Studies. Here are certain “Quality Enhancing Academic Strategies” of our institution, which add value to the effectiveness of teaching-learning process of prospective teachers. These are detailed as below:

- Induction meeting by the Academic Council headed by the principal to plan out the detailed schedule of curricular and co-curricular activities in the session.
- Daily Planners are maintained by the staff members, in which they enter their weekly planning, and the head of the institution does periodic reviews and if any drawback is traced, it is reported to the concerned person for remedial purposes.
- National level workshops/seminars are organized to discuss the revision of curriculum construction as per the requirements of the contemporary global world.
- Moral & Value Education is an integral part of our curriculum. Classes are held twice a week taken that are by the head of the institution.
- Outcome Based Education (OBE) is in practice and Programme Outcomes (POs), Programme Specific Outcomes (PSOs) and Course Outcomes (COs) are clearly defined across programmes.
- 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 the college Website of the Institution, clearly stated in the Prospectus, the principal orients the students and faculty at the beginning of the session.
- 34 value added courses were offered in the last five years for imparting soft skills, teaching skills, research skills, transferable and life skills in students and students were motivated and encouraged to undergo self-study courses.
- Dev Samaj College of education has a structured feedback mechanism for collecting and analysing feedback from the stakeholders- students, teachers, employers, alumni and parents, practice teaching schools towards improving the curriculum and teaching learning process.

Teaching-learning and Evaluation

Dev Samaj College of Education is always in the forefront to provide world class education to its students through its well-established teaching learning process by the highly qualified faculty members. There is 100% enrolment of students in B.Ed. every year. All the courses approved by competent authority, NCTE/PU and follow Chandigarh administration norms for admission and reservation. The students are identified at entry level. Student diversity is honored with special emphasis on low achieving and disabled and students needy of physical and emotional support.

Appropriate learning experiences are provided through online and offline teaching, using different methodologies. There are mentors assigned to a group of students and the mentor mentee ratio is 10-15: 1. About 82.5% teachers are integrating ICT in Teaching Learning Process and 100% students are using ICT in classrooms and internship programme. The teaching learning process nurtures creativity , innovations , life skills , competency, skills and communication skills. Students / teachers organize a host of academic, cultural and sports activities round the year. Assignments, tests, exams are held periodically and internal assessment system is transparent.

Internship is another important ingredient of B.Ed programme. Before internship pre-practice workshops for preparedness of the students are conducted. Students are exposed to various aspects of teaching practice such as time table making, PTA meetings and organizing various co curricular activities etc.

The teacher recruitment and promotion follow all UT Administration, Panjab University norms. All sanctioned posts (17) are filled for teachers. 70.8% teachers hold Ph.D. degree.

Teachers grow professionally through ample opportunities. Institute adheres to academic calendar of Panjab University, Chandigarh and prepare its own calendar as well for college activities. Teaching Learning Process aligns with the stated CLOs and PLOs. 99% students pass more than 80% with first division.

Infrastructure and Learning Resources

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 library is fully automated. It uses Koha Software, which is an Open-source Integrated Library Management System. The RFID (Radio Frequency Identification) system has also been installed in the college library. The teachers and students 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 programme of INFLIBNET, the membership of which is renewed on annual basis by the college library. The ICT facilities are updated regularly with recent developments to meet the new demands as per changes in the technology and society like MOOC studio has been developed College has bought online zoom paid version to cater large gathering in seminars/ conferences/ workshops/ training programmes etc. and ERP software. Facilities The College has established systems and procedures for maintaining and utilizing facilities.

College Advisory and Development Committee is responsible for the overall planning and development of the college. Requirements for Physical, Academic, and supports facilities for new purchases and maintenance of old is collected regularly under the guidance of above said committees and Stakeholders' suggestions are also considered.

Student Support and Progression

Students are exposed to a range of capability building and skill enhancement activities.

A number of student support facilities such as Vehicle Parking, Common rooms, recreational facility. First aid and medical aid, Transport, Book bank, Safe drinking water, Hostel, Canteen etc. and separate toilets for girls as well as for disabled are available. The Institution provides additional support to needy students through fee concession Dean student welfare is appointed who takes care of student welfare and placement Officer is appointed to take care of the Placement Cell. In addition to it the students are also provided with guidance in national level examinations like NET/SLET/ TET/ CTET and the percentage of students qualifying in these examinations has been increasing remarkably during the last five years. is Active Student council and student representatives in different bodies play a proactive role in the institutional functioning

On an average 35-40 sports and cultural events are organized at the institution every year. The college alumni association "Dev Angeles Alumni Association" is registered and plays an active role in institutional functioning.

Governance, Leadership and Management

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. All the stakeholders have a role to play in the building and development of the college. Annual budget is meticulously prepared using TALLY and ERP software which helps to streamline the budget under different heads. College uses MIS to maintain student and office records. Internal and external financial audits are conducted regularly. The institution has established written policies for all the important aspects of governance. The college implemented e-Governance in all areas of operations including Administration, Finance, Students Admissions, and Examinations. The institution has the different committees to ensure the execution of all activities.

A number of Welfare schemes are provided to teaching and non teaching staff like duty leave, Leave encashment, Group Insurance Policy, Permission for the Official Assignments to the teachers in India and Abroad, Financial support to the teachers for their professional growth, Provision of seed money to carry out research projects by teachers, Free health services, Maternity/paternity leave, EPFO and gratuity. A good performance management system works towards the improvement of the overall organizational performance of teams and individuals for ensuring the achievements of the overall organizational mission and vision. 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 Tests/ NITTTR etc. The vibrant IQAC of the college conducts various activities to develop quality culture in all activities. 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. Some of the quality initiatives of IQAC include establishment of MOOC Studio, Strengthening of Value-added courses and periodic academic and administrative auditing, green audit, feedback system, periodic revision of the syllabi, Seminars and webinars on National Education Policy- (NEP 2020), inclusive education, NAAC sponsored seminar, to keep our faculty updated about the recent trends in the education system.

Institutional Values and Best Practices

The institution has a stated energy, waste, water and green cover management policy which is reflected in its commitment towards maintaining a clean, green, plastic and pollution free environment in the campus, keeping in view the sustainable development goals. 100 KW solar rooftop solar power plant generates sufficient energy for the fulfillment of energy needs of the campus. Dry, wet and E-waste is segregated and disposed off appropriately. Principle of reduce, reuse and recycle is followed, reflected in its exemplary feature of “wall of kindness” where old clothes are being reused by the needy anytime. Vermicompost plant is set-up by the college in its campus. Herbal garden is well maintained which has received the award of “best herbal garden in the city” by medicinal plant board, UT, Chandigarh. Rainwater harvesting pit, underground water storage tanks are enough to cater to the requirements of day scholars as well as hostellers. The college encourages car-pooling, use of bicycles and e-rickshaw to its staff and students. A variety of awareness activities are organized to sensitize the faculty and students towards sustainability issues.

The institution spends a good amount on maintaining waste and ensuring a green cover. Apart from this the college has established code of conduct, in the form of booklets for management, principal, teachers and students, uploaded on the college website. The best practices are evolved every year keeping in view its vision and mission.

Research and Outreach Activities

The college is committed to promote a research culture among Faculty and students. The research policy of the college aims to develop and promote scientific temper and research aptitude of all learners. The Institution undertook five research projects in collaboration with other agencies. In addition to it the management provides in house support like seed money and organizational support to encourage the faculty to try innovative ideas and conduct research. The staff is always encouraged to publish research papers and books. Faculty has published 126 research papers and 55 books and chapters in edited books. Community service has been an integral part of the college since its inception and has been one of the foundational principles of the college. The community service initiatives in the college are led by the NSS units, social welfare committees & various indoor and outdoor clubs

NSS units of the college has also adopted village and has been conducting a number of activities there such as cleanliness drives, plantation drives, door to door awareness rallies, Nukkad Nataks etc under Swachhta Pakhwara and Swachh Bharat Summer Internship Program. The outreach involves leading awareness campaigns such as Awareness on gender sensitization, HIV AIDS, Adolescent girls' Health Menstrual hygiene and other social issues through 'Nukkad Naataks', rallies and interactive talks etc.

Community Outreach activities and projects like visits to old age homes, orphanages, rehabilitation centre, help to develop leadership, resilience, empathy and service-mindedness in our students. Even during COVID-19, the college took the initiative of spreading awareness regarding the transmission and prevention of COVID 19 through various online activities. The college has been awarded twice with the best NSS awards at the national level and best red ribbon club and best herbal garden award at the state level. The principal of the college was awarded with sport promoter award by the Panjab University, Chandigarh for the continuous promotion of sport programmes. College has a number of linkages with other schools and institutions and has 17 functional MoU including two international MoU to work jointly in the field of education to organize different academic and outreach and extension activities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	DEV SAMAJ COLLEGE OF EDUCATION
Address	Dev Samaj College of Education, Sector 36-B, Chandigarh
City	Chandigarh
State	Chandigarh
Pin	160036
Website	www.devsamaj.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Agnese Dhillon	0172-2603241	9814780833	-	info@devsamaj.org
IQAC / CIQA coordinator	Anita Nangia	0172-2603652	9872096677	-	anitanangia@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Chandigarh	Panjab University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	07-09-1988	View Document
12B of UGC	07-09-1988	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	24-02-1997	300	Permanent Validity

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Dev Samaj College of Education, Sector 36-B, Chandigarh	Urban	4	10504.08

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BEd, Education	24	Graduation	English, Hindi, Punjabi	110	102
PG	MEd, Education	24	B.Ed.	English, Hindi, Punjabi	50	12
PG Diploma recognised by statutory authority including university	PG Diploma, Teacher Education	12	Graduation	English, Hindi, Punjabi	55	42
PG Diploma recognised by statutory authority including university	PG Diploma, Teacher Education	12	Graduation	English, Hindi, Punjabi	55	43

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				17			
Recruited	0	0	0	0	0	0	0	0	17	0	0	17
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				8			
Recruited	0	0	0	0	0	0	0	0	8	0	0	8
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				15
Recruited	12	3	0	15
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				6
Recruited	4	2	0	6
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	4	0	1	9	0	15
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	4	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	4	0	4
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
		0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	63	38	0	1	102
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	7	5	0	0	12
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	6	0	0	0	6
	Female	81	0	0	0	81
	Others	0	0	0	0	0
Certificate / Awareness	Male	0	0	0	0	0
	Female	10	0	0	0	10
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	18	15	16	23
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	1	2	1
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	129	164	159	162
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	5	6	12	9
	Others	0	0	0	0
Total		152	186	189	195

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Dev Samaj College of education is affiliated to Panjab University, and it 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 student 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. As the institution is a teacher education institution, it acquaints the student teachers with interdisciplinary and multidisciplinary approaches to implement them in their classrooms. An approach to curriculum integration that generates an understanding of themes
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	<p>and ideas that cut across disciplines and the relationship to the real world. Keeping this in view a competition was conducted in the college on “Interdisciplinary Approach to Teaching Environment On World Environment Day (22-05-2021).” Students presented lessons by using an interdisciplinary approach to their respective subjects. They used videos, presentations, and other ICT tools to integrate the environment subject with their teaching subjects. The results were declared based on their understanding of the multidisciplinary approach. The institution also organized a “National Seminar on Inter-disciplinary Approach in the field of Education - The platform for connecting learning to life with reference to North-Western Region of India was also organized for the students” on (3.3.20). The focus of the seminar was to spread awareness among teacher educators and teacher trainees regarding the global need of introducing an interdisciplinary approach to education.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>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.</p>
<p>3. Skill development:</p>	<p>To strengthen the skill development capacity of student teachers the institution has undergone a number of Memorandum of Understanding MoUs have been 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</p>

	<p>Process, and training in self-defense etc. The institution organizes seminars, webinars, interactive talks of experts and other training sessions and workshops to develop the required skills among the students. The programmes organised by the institution Two certificate courses have also started I MSME courses - Dev Samaj College of Education 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).</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>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 Youth and Heritage Festival to inculcate a sense of national integration, love for art, culture, and a civic sense among the student community. whereas the subject like sociology, and philosophy with a focus on Sankya, 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. The college celebrates INTERNATIONAL MOTHER LANGUAGE DAY (28 -02-2021) GRATITUDE DAY- CELEBRATING “PEOPLE AND OUR BOND WITH THEM” (21-02-2021) MAT PITA SANTAAN DIWAS (28-02-2021) . Teaching these courses and observing various functions through online mode during the COVID pandemic were offered smoothly by the college. ICT-enabled infrastructure is available in the college to offer these courses through online mode when the need arises. Activities conducted under Ek Bharat Shrestha Bharat as initiated by GOI by the institution to</p>

	promote the integration of the Indian Knowledge system
5. Focus on Outcome based education (OBE):	<p>All the courses, subjects, and Value-added courses have CLOs and PLOs and all efforts are being made to achieve these objectives by the end of the course. In Faculty Orientation and student Induction Programme the introduction, importance, and tasks to achieve these CLOs and PLOS are informed to the teachers and students. 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. NATIONAL WEBINAR ON NATIONAL EDUCATION POLICY-2020: BRINGING REFORMS IN TEACHER EDUCATION INSTITUTIONS AND FUTURE PROSPECTS (29-12-2020) WORKSHOP ON NEW EDUCATION POLICY-2020 WITH REGARD TO THE EXISTENCE OF STAND-ALONE TEACHER EDUCATION INSTITUTIONS (18-02-2021) WEBINAR SERIES 1 ON STRATEGIES FOR INCLUSIVE TEACHING AND LEARNING FOR CHILDREN WITH VISUAL IMPAIRMENT (11-05-2021) WEBINAR SERIES 2 ON IMPLEMENTING SIGN LANGUAGE IN THE CLASSROOM (19-05-21) WORKSHOP ON INTERVIEW SKILLS AND STRATEGIES (26-05-2021). The faculty of the institution acted as chairperson in the subjects of Curriculum and Pedagogy, Teacher Education, Environmental Education, and Philosophy of Education for the development of position papers for the State Curriculum Framework on based on NEP 2020. The teachers also participated as members of State Focus Groups of Inclusive Education, Early Childcare and Educational and Foundational Literacy and Numeracy, Value Education, Curriculum and Pedagogy and Vocational Education in schools, Mathematical Education and Conceptual Thinking, Educational Technology, Guidance & Councelling and Adult Education for the development of position papers for State Curriculum Framework.</p>

6. Distance education/online education:

Establishment of MOOC Studio to develop MOOC, online value-added courses, and e-courses to facilitate the teaching-learning process in the times of pandemic COVID 19. The institution conducted Online Survey to study the challenges faced by teachers in Online Teaching. On the basis of the results of the survey, a MOOC “Digital Teaching-Learning” was developed in the MOOC studio as a Pilot Programme. One more MOOC titled “ Learning to Teach Online” was developed in the studio. Nearly 1000 participants from different states joined the MOOC and completed it successfully. On the demand of the Punjab Government third Mooc was developed in the studio named “ Two Week E-course on “Transition from Blackboard to Broadband: Online Training for Online Teaching” to train 100 teachers working in Punjab government schools. On the demand of the Punjab Government third Mooc was developed in the studio named “ Two Week E-course on “Transition from Blackboard to Broadband: Online Training for Online Teaching” to train 100 teachers working in Punjab government schools. Two faculty members under MOU with alphaTUB prepared Online Teacher Training Program named titled “Program for Implementation of Innovative Foundational Literacy Interventions” for Pre-Primary Teachers and Anganwadi workers of Govt Schools/ Anganwadis/Play ways in the Northern Region in accordance with NEP 2020. Some More MOOCs were developed by the staff for the students to enhance their professional skills and employability skills. These include 1. MOOC for Developing Low-Cost Education Material 2. MOOC for Developing Low-Cost Education Material (for students of IETVE, PU, CHD) 3. MOOC on “Effective Problem Solving and Mathematical Skills” 4. 15 Days MOOC on Fundamentals of Music. The institution is the pioneer teacher education institute to start Online training for Online Teaching and finally, the Punjab Government uploaded this course on SCERT DIKSHA PORTAL to train all teachers working in Punjab Government schools. The institution is the Regional Centre of IGNOU and also the center of USOL, Panjab University, Chandigarh. The college is recognized and awarded as the best center twice by IGNOU.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
240	231	230	190	190
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
240	231	230	190	190
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
82	73	72	61	57
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
188	191	179	128	145
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

Number of graduating students year-wise during last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
188	191	176	128	145
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

Number of students enrolled(admitted) year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
195	189	188	152	140
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers

2.1

Number of full time teachers year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
17	15	15	15	15

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
17	15	15	15	15

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2020-21	2019-20	2018-19	2017-18	2016-17
50.98	66.42	50.91	80.50	76.20

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 43

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1 Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation.

Response:

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

- Induction meeting by the Academic Council headed by the principal to plan out the detailed schedule of curricular and co-curricular activities in the session.
- Daily Planners are maintained by the staff members, in which they enter their weekly planning, and the head of the institution does periodic reviews and if any drawback is traced, it is reported to the concerned person for remedial purposes.
- National level workshops/seminars are organized to discuss the revision of curriculum construction as per the requirements of the contemporary global world.
- The faculty contributed actively in critically analyzing the section related to Teacher Education in National Policy of Education 2019, and attended the meeting with the higher authorities to discuss the agenda.
- Educational tours with the purpose of supplementing theoretical knowledge with practical ones are frequently organized by the institution.
- Workshops regarding the planning of lessons with the latest methods are organized, where subject experts from different institutes put forward their valuable inputs, which are further forwarded to the concerned.
- Inviting experts or resource persons for disseminating the latest knowledge regarding evaluation techniques and methodology in various subjects.
- Moral & Value Education is an integral part of our curriculum. Classes are held twice a week taken that are by the head of the institution.
- The latest technology is used for the transaction of the curriculum. Training in soft skills (developing In the teaching practice, it is now mandatory to make ICT-enabled digital lesson plans and to deliver them as well. ICT lab and Language lab have been upgraded for the same.
- Exposure to technology (Latest methodology using PowerPoint presentations, access to online courses, MOOCS, using smart boards, and the latest technology in classroom teaching is given to students.
- Experts are invited to conduct workshops or deliver lectures to develop various life skills namely, body language mastery, develop IQ, EQ and SQ, communication skills, personality development, stress management, leadership skills, interview skills, public speaking, time management, and organizational skills in students.
- Value Added courses are offered to the students from time to time to supplement and update their knowledge along with the prescribed syllabus.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Paste link for additional information	View Document

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 last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

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 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

1.2.1 Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

Response: 60.59

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
23	24	24	28	24

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
40	40	40	44	39

File Description	Document
Data as per Data Template	View Document
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

1.2.2 Average Number of Value-added courses offered during the last five years

Response: 6.4

1.2.2.1 Number of Value – added courses offered during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
10	3	5	7	7

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document

1.2.3 Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 103.61

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
304	90	298	252	176

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

1.2.4 Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. Provision in the Time Table
2. Facilities in the Library
3. Computer lab facilities
4. Academic Advice/Guidance

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

1.2.5 Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 16.93

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
73	44	16	39	11

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document

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

Response:

A fundamental or coherent understanding of the field of teacher education

The student teachers are exposed to the latest teaching methodologies by inviting experts, conducting seminars and workshops, demonstrations by teachers, and discussion lessons by students. Exposure to technology (Latest methodology using PowerPoint presentations, access to online courses, using smart boards, LMS technology in classroom teaching. The college celebrates various days of national and international importance with the sole aim to instill in them the spirit of enthusiasm to contribute in national & international understanding.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization

With the onset of semester 1 of B.Ed., the school observation program is designed for the students to gain early field experience in observing and assessing students, teachers, and classroom behavior. The students have to observe the following listed components and submit the report of the same:

After getting oriented the pupil teachers visit rural schools for 15 days and submit the report to the concerned teacher-in-charge.

In paper F 1.3(Techniques of Teaching) of B.Ed.(In semester 1, the students are imparted theoretical knowledge of different models of teaching, and components of various micro-skills involved in teaching. In the pedagogy papers, the pupil teachers are taught to use these skills practically in their subject of specialization.

In Semester-2 of B.Ed., the students are required to visit urban schools and observe the difference between the functioning of rural and urban schools and submit a report on the same parameters. The demonstration of model lessons is done by teachers as well as the B.Ed.(Semester-4) students and the students of Semester-2 are familiarized with the components which are to be critically analyzed. The discussion lessons are delivered by B.Ed. (Semester-3) students in a simulated teaching environment in order to prepare them for 16 week School internship program, which provides them practical exposure to real classroom teaching. At the end of the internship period, each student is required to submit Files A& B,(

comprising of the detailed report of activities conducted, school infrastructure, and teaching aids used, etc.,) developed specifically for the school internship program.

Capability to extrapolate from what one has learned and apply acquired competencies

The teacher educators focus on educating the minds and spirit of student teachers by providing them value-based education and provide such a 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. The tree plantation campaign, mask-making drive, eye donation awareness campaign Pulse Polio drive, anti-cracker drive, etc. enhance the capability of the pupil teachers to practically apply the knowledge attained. The activities like celebration of important days of national and international importance; competitions like rangoli making, poster making, poetry recitation are conducted to mark the occasion. During the internship period, the students organize diya decoration, debates, preparation of cost effective teaching aids teaching calligraphy etc. The pupil teachers use latest techniques of teaching and assess the students using innovative evaluation tools.

Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

Opportunities are provided to develop critical capacities among students to use research findings through assignments and meaningful projects as a basis for improving their teaching. The college aims to produce competent teachers with theoretical knowledge and understanding, combined with practical skills, proficiencies, and commitment to work to enhance the quality of education. The curriculum also aims to provide them exposure of diverse people and cultures through youth festivals, seminars/workshops, indoor club activities etc. to bring peace and harmony. 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 ambiance and acquaints the student teachers with the impact of globalization on education and prepares the students to imbibe such qualities which would prove beneficial to them to meet the emerging needs such as:

- **Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.**
- The NSS units of the college organize various events like “Ek Bharat Shreshtha Bharat” to promote cultural connections between denizens of different regions through various competitions like poetry competitions, collage making, and video making. National online workshops on gender sensitization, emotional intelligence, and inter-college Health & Fitness Marathon-2020 to promote the fit India movement contribute to the all-round development of the students. The faculty of the college also took the initiative to initiate 2-week value-added course on “Learning to teach Online” for training the teachers as well as pupil teachers to cope up with the paradigm shift in education. One more 3 months course on ‘E-Assessment’ for students as well as teachers was also organized. A healthy cooking intra-college competition was also held to develop healthy habits in the students and to create awareness regarding healthy eating. The alumni members are invited to conduct workshops to develop multiple skills in students (block printing & tie and dye demonstration) as well as extension lectures are delivered by them. Training in soft skills (developing high self-esteem, body language mastery, develop IQ, EQ, and Social Intelligence, communication skills, personality development, stress management

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document

1.3.2 Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

As per the syllabus of the Panjab University of B.Ed. In 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 the social background of students, medium of instruction, and the methodology adopted by the teachers, infrastructure, scholarships offered, etc. The post-graduate students visit Rural, Urban, Smart, and Alternate schools and write a full report and submit in the college.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3 Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

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 the whole third semester. Before going to the schools for practice teaching, the prospective teachers are familiarized with the teaching learning process through simulated teaching and are provided with feedback by their peers and the concerned subject teachers. The college gives ample opportunities to students to expose themselves fully to classroom teaching and the 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 an integral part of the curriculum. This is addressed in our objectives as well. To inculcate the feeling of social responsibility, various indoor and outdoor clubs have been formed which the student joins according to their own interest. These include Legal Awareness and Human Rights Club, Environment Club, Red Ribbon Club, Music Club, Press Club, etc. To assist with career advice and progression as appropriate, the College strives to place its students in premier institutions. The students get training in resume writing, life skills, soft skills and also get acquainted with tips about facing interviews with courage. Placement drive is the annual feature of the college. *To provide well-resourced infrastructure having a clean, warm, comfortable, and attractive ambiance.*

Keeping in mind the recommendations of NCF (2005), we understand the importance of protecting and conserving the environment. Environment education and gardening have been offered as optional subject and craft respectively in the B.Ed. curriculum. To promote awareness regarding issues of ecology and environment, the college has very active environment club in addition to Herbal garden, rain harvesting, solar plant, and segregation of e-waste in addition to dry and wet waste. In the college the Moral education classes are regularly conducted to inculcate human values among teachers. With the introduction of NEP 2020, the college has been holding seminars and talks to make teachers and students aware of the main features of NEP 2020.

File Description	Document
Documentary evidence in support of the claim	View Document

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

1. Students
2. Teachers
3. Employers
4. Alumni
5. Practice teaching schools/TEI

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Paste link for additional information	View Document

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrollment percentage of students during the last five years..

Response: 79.7

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any additional link	View Document

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 5.28

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
24	16	16	18	17

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3 Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0.12

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1	0	0	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

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..

Response:

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

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

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

‘Talent Hunt’ is organised in the beginning of the session to recognise the talent in areas of Drama, Art, Music, Dance, Folk Art, Heritage and Literary items. Various academic and co-curricular activities are organized to optimize the potential of learners. Students are encouraged to participate in Inter College, Intra College as well as Youth Festivals (Zonal and Inter Zonal levels). Here again, they are encouraged to participate in the activities as per their interest, potential and capabilities.

Students are motivated to join indoor and outdoor clubs of the College which help to inculcate the values of service in them. They are made aware about their roles and responsibilities towards the society in general and nation in specific.

The faculty helps the students (M.Ed.) to select relevant research areas and publish papers in the field of their choice. They are suggested advanced readings in the relevant topics to enhance their understanding of the subject. They are encouraged to help and provide support to the weaker students by engaging in group discussions and presentations. They are given an opportunity for micro teaching in the class as well as making individual presentations.

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

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

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

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

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

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 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document

2.2.3 There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Reports with seal and signature of the Principal	View Document
Relevant documents highlighting the activities to address the differential student needs	View Document
Photographs with caption and date	View Document

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 12

2.2.4.1 Number of mentors in the Institution

Response: 20

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

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**

Response:

Continuous efforts are made to enable the students to realize their potential and evolve as good teachers and transforming agents of society. College is ensuring the use of student-centered methods such as experiential, participatory learning and problem-solving methods in the teaching-learning process.

The M.Ed programme has a Research Project or a Dissertation as a mandatory component in the final semester. The students are supervised by faculty members. These are avenues for the students to apply their classroom learning into practice. These exercises have underpinnings of experiential and participative learning. Copy of each such output is kept in the library for the reference of other students. Students are guided to conduct independent research in survey methods, data collection, and social outreach.

Students are provided with an opportunity to work in schools during their pre- internship (15 days) and internship period (16 weeks) so as to understand school systems and infrastructure and gain experience of

on-going activities, classes, exams, PTM's, vision of the school, policies, practices, decision- making system of the school, teaching-learning processes and human resource system etc. of the host institutions. These pre- internship and internship programs are structured on the premise that students need to gain experiential learning and hands-on training for respective work areas. B.Ed. second year students in 3rd semester engage in a four-month long internship in various government and government aided schools run by Chandigarh Administration.

Participative learning is embedded in the courses through a variety of learning methods, tools and mechanisms, such as field-based assignments, field visits, group presentations, hands-on group exercise, workshops, training sessions, home assignments, quizzes, seminars, brain- storming interaction with experts and various other stakeholders and role-play-based learning. The teachers employ an interactive approach through discussions, oral group presentations to encourage greater participation and interactive learning.

The college has entered into various collaborative arrangements/ MOU's with a number of NGO's and educational institutes in India and abroad which facilitate joint- projects and academic activities such as courses, seminars, conferences, lectures and other exchange initiatives. These engagements expose students to a wider gamut of opportunities and gain much needed experience.

Visits to villages/ slums located in the peripheral area of Chandigarh are organised by N.S.S. officials to gain an understanding of the geographical, socio-political and economic factors of the lives of the people living in slum areas.

Guidance and Counselling Cell helps to combine theoretical knowledge with practical through talks, visits, presentations and career counseling. It gives students a platform to enhance their interpersonal skills and provide an insight regarding various career options.

Field trips to biodiversity parks, heritage sites, etc. are organized to promote grass root understanding of concepts.

Short-duration MOOCs, Workshops, Value added and Add-on Courses are conducted to fill the gaps in knowledge and give students a competitive edge.

Special lectures/seminars/conferences are organized to encourage and motivate students to become participative agents and not just passive recipients of knowledge. Use of ICT & E-resources by students is encouraged.

College Magazine is published to nurture creativity and other skills of the students.

For more details kindly visit the college website www.devsamaj.org

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document

2.3.2 Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 128.57

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2020-21	2019-20	2018-19	2017-18	2016-17
19	20	21	19	20

File Description	Document
Data as per Data Template	View Document
Link of LMS	View Document

2.3.3 Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 126.67

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

Response: 304

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document

2.3.4 ICT support is used by students in various learning situations such as

1. Understanding theory courses
2. Practice teaching
3. Internship
4. Out of class room activities
5. Biomechanical and Kinesiological activities

6. Field sports

Response: A. Any 4 or more of the above

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

2.3.5 Continual mentoring is provided by teachers for developing professional attributes in students**Response:**

Dev Samaj College of Education, provides a variety of provisions to support and enhance the effectiveness of the faculty in teaching learning and mentoring of students.

The work culture of the college is quite conducive for the professional growth and competence of the faculty as well as the prospective teachers (students). Along with these various opportunities are provided to the teacher and students for the professional growth and enhancing their ability.

Continual mentoring is provided by teachers to imbibe quality teaching practices that honour diversity and create classroom environments. A warm and conducive environment is provided that supports personal, social and academic success for all students. They are enriched further by arranging talks on the themes like Communication Skills, New trends in teaching methodologies, role of ICT, personality development, inclusiveness and Life skills. Webinars, workshops and seminar are planned and organized to inculcate soft skills as well as professional skills in the students.

A faculty member is a mentor for a group of students whom he/she consistently monitors for academic and personal issues over their academic period. The mentor looks into matters regarding the academic performance, discipline, completion of academic requirements, health issues and grievances if any. The mentor is the first person whom the student approaches for any personal or academic guidance. They provide their guidance and counsel the students time to time. The mentor interacts with the parents for a comprehensive understanding of the problems faced by the students if needed. Students from rural background are motivated to boost their confidence levels and be part of the main stream. Ample opportunities are provided through out the session to identify their interest and enhance their abilities.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

2.3.6 Institution provides exposure to students about recent developments in the field of education through 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document

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

Response:

All the time students are encouraged to make best use of various opportunities provided to them in the teaching learning process and otherwise as well to nurture their creativity e.g. there was this student Binny, very talented in music and art skills but due to some personal reasons she didn't have enough confidence to come forward and moreover would start crying at small instances, But with the encouragement of her mentor, college counsellor and few other teachers she not only participated in various music and art events but gave some solo performances also. Moreover she had come for B.Ed Course only , but liked the college so much and because of affection and inspiration of teachers has joined M.Ed also this year. In M.ed also , she is now leading the class in everything. Her notes are always ready. Sometimes she will remind the teachers if they forget anything. She is so good in Technology always comes forwards to help the teachers for making online brochures and invites etc. But for this the counsellor and other teachers had to spend hours at length to get her out of the hole. She was facing complexes as she had no experience of face-to-face formal education before B.Ed.Also, there were few students from B.Ed. who were keenly interested in music, folk and sports but coming from a minority community or rural area, they never had any exposure in this area. The teachers encourage them trained them and now they are represented the college in these fields.Hers is a true example of nurturing creativity, life skills, empathy and everything. In addition to this Dev Samaj College of Education has been providing guidance to not only present students but also who have passed out. There are various examples of the students who didn't have much confidence but today are place in esteem schools organizations.

File Description	Document
Documentary evidence in support of the claim	View Document

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

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document

2.4.3 Competency of effective communication is developed in students through several activities such as

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	View Document
Data as per Data Template	View Document

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: C. Any 2 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document

2.4.6 Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: A. All of the above

File Description	Document
Report of the events organized	View Document
Photographs with caption and date wherever possible	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document

2.4.7 A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Internship programme

1. Selection/identification of schools for internship: participative/on request

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 incharges, and the concerned students are also notified.

2. Orientation to school principal/teachers

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. Students and school mentors are oriented regarding various assessment criteria.

3. Orientation to students going for internship

A brief orientation programme is carried out for the student teachers before sending them to schools to acquaint them with the objectives and modalities of such programme. All students are oriented to be disciplined, regular and to follow the regulations and guidelines given by the school authorities.

4. Defining role of teachers of the institution

In pre-internship-1 the school exposure programme is carried out in local/nearby schools located in the rural areas of Chandigarh. For this, a group of 10 to 12 student teachers are placed in various types of school such as Government, Government Aided etc.

A 'School Observation Booklet' is provided to the students in which they are supposed to make and analyse their respective allocated school on following parameters:

1. Philosophy, aim and vision of the school.
2. Organization & Management
3. The school/classroom environments

4. Various co-curricular activities

5. Morning Assembly

6. Evaluation procedures, library resources, stock register

7. Grants and Scholarships received by school

8. Visit to innovative centre of pedagogy and learning/ educational resource centre and student reflections on school experiences.

5. Streamlining mode/s of assessment of student performance

The supervisor during internship coordinates the activities of the mentor teachers of the school and assess students on their performance on following parameters:

1. Preparing and delivering 120 lesson plans in two teaching subjects - (60 + 60)

- Macro Lesson Plans-40
- Diary form Lesson Plans- 08
- ICT Based Lesson Plans- 05
- Unit Test Based Lesson Plans- 04
- Lessons Plans based on Models of Teaching - 03 (B) Peer teaching observation - 10 +10 in each subject (C) Micro lesson plans – 5 + 5 in each subject

2. Discussion lesson – 02 (one in each teaching subject)

3. Participation in School Activities

- Co-curricular activities i.e. Literary, Quiz, Dramatics, Fine arts and sports (any two).
- PTA/PTM/SMC

Post-Practice and Evaluation is done in the form of discussion lessons, and preparation of final Skill in Teaching examination.

6. Exposure to variety of school set ups

The internship programme is carried out in different school set -ups i.e. rural as well as urban for fifteen days (Two Weeks) and its implemented in First Semester and second semester of the training programme respectively.

'Practice Teaching' is schedule for 16 weeks in third semester. Here, student teachers are oriented to write and demonstrate micro, macro, diary, ICT, test based and teaching model-based lesson plans. Various

audio-visual aids are shown to them.

File Description	Document
Documentary evidence in support of the claim	View Document

2.4.9 Average number of students attached to each school for internship during the last completed academic year

Response: 17.09

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 11

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document

2.4.10 Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

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

The interns are prepared how to plan and conduct the activities in the college, beforehand. School Principals on their part instruct their subject teachers whose classes are being taken by the interns to sit in the class while the intern is taking it so as to monitor and aid the intern in case, she faces any issues. They observe the class and give their feedback for better teaching learning process and also for the professional growth of interns. In addition to this 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.

Subject teachers guide them with the material as well; they develop teaching aids for better teaching learning process. Interns are encouraged to organise rallies and seminar on social issues to increase the awareness of the students. Interns attend morning assemblies and prepare students for it. They take part in the parent teaching meeting with the subject teacher to understand the school and parent coordination 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. The internship in charge also takes care of the interns if they come across any student with problems or special needs. Together this helps the interns to understand inclusive education and get prepared according. The school staffs also give them practical and experimental exposure by conducting lab sessions for the students. The interns actively participate in the examination work by giving examination duties, helping in preparing and making of question papers, adjusting seating plans etc.

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	Document
Documentary evidence in support of the response	View Document

2.4.12 Performance of students during internship is assessed by the institution in terms of observations of different persons such as

1. Self
2. Peers (fellow interns)
3. Teachers / School* Teachers
4. Principal / School* Principal
5. B.Ed Students / School* Students

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document

2.4.13 Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

1. Effectiveness in class room teaching
2. Competency acquired in evaluation process in schools
3. Involvement in various activities of schools
4. Regularity, initiative and commitment
5. Extent of job readiness

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 103.9

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 16

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3 Average teaching experience of full time teachers for the last completed academic year.

Response: 16.82

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

Response: 286

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

- In house discussions on current developments and issues in education
- Sharing information with colleagues and with other institutions on policies and regulations

Response:

Teachers keep on attending various seminars, conferences, workshops, FDPs (online and offline), present papers at various forums. Teachers organize various workshops and seminars not only for students for other teachers as well related to like National Webinar On 'teaching Methodologies For 21st Century Teacher', Ecosystem Restoration: Role of Teacher, Webinar on Strategies for Inclusive Teaching and

Learning for Children with Visual Impairment and use of sign language, 7 day International Workshop on "Accelerated Need for New Skills in Teaching Career: Unlocking Job Opportunities in India & Abroad" and various others. They are invited to various forums to present papers, chair the sessions, give expert lectures. All these experiences help the teachers to grow professionally. In addition to this many teachers have written and are writing books, articles, papers in journals, even contributing chapters to books. Most of the teachers are members of various online libraries. The institution has subscribed to various online journals which are a great source of the latest information to teachers. Teachers also make physical visits to the library on regular bases to keep themselves updated with the new educational trends. Teachers are exploring different digital technologies to make offline and online teaching effective and expand learning opportunities for students as well as for themselves. The teachers of Dev Samaj College of Education put in their best efforts to grow professionally. Their promotions are also governed by UT Administration Career Advancement Scheme (CAS) on the basis of API attained by them. Teachers implement the advancement of professional education which provides an advantage to teachers and students.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1 Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

The college has a strong continuous internal evaluation system. The salient features being the monthly class tests of each subject, snap tests, during the class interactions, group discussions seminars and presentations by students and rubrics used for the evaluation of the same. The most important features of the CIE in the college are:

1. The different tools of internal assessment are enumerated in the academic calendar of the college and discussed by the principal in the staff meetings from time to time. The internal assessment test schedules are prepared as per the university and communicated to the students well in advance.
2. The internal assessment criteria of Panjab University is followed for the distribution of marks in each subject. At the beginning of the semester, faculty members inform the students about the various components in the assessment process during the semester.
3. There is complete transparency in the internal assessment. The internal assessment once ready is displayed on the notice boards for the students and they can come and discuss with the teachers how to improve in the next semesters if there is a need.
4. Students maintain their Portfolios in student diaries, duly signed by their teacher incharge, (attached as evidence) annually to keep the record of all their academic, cocurricular and extra-curricular activities and they are assessed internally on the basis of their portfolios. The internal assessment committee has face-to-face interaction and confirm their participation in various activities as mentioned in their diaries. The committee circulates the proforma to various subject teachers to fill the internal assessments on the basis of

sessional work submitted by the students, class participation, discipline, fulfilment of responsibilities, punctuality, regularity, and participation in various co-curricular and community service activities.

5. Rubrics are employed by the teachers for the assessment of the seminars, projects and related class activities of the students.

6. Timely feedback is given to the students on the answers written by them. Elaborate discussion sessions on question papers are also conducted in the classrooms to enhance their performance.

7. On the basis of their achievement remedial and enrichment classes are held.

8. Mentoring/Tutorial support is provided to the students throughout the year.

9. There is a strong provision of answering question papers, attempting assignments and making presentations bilingually in order to provide a platform to the students to express themselves fully.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document

2.6.2 Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

- 1. Display of internal assessment marks before the term end examination**
- 2. Timely feedback on individual/group performance**
- 3. Provision of improvement opportunities**
- 4. Access to tutorial/remedial support**
- 5. Provision of answering bilingually**

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

The institution has a well-defined system in place to deal with examination related grievances under a grievance redressal cell. The examination committee also resolves any grievances related to examinations in timely manner.

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	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document

2.6.4 The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

Academic calendar develops the environment of teaching learning and discipline. It bonds all stake holders with a visionary programme throughout the year for all round development of the student teacher. Academic calendar is prepared by the Academic Committee of the College.

Before the commencement of each semester, Panjab University, Chandigarh notifies an academic calendar for all the programs, which contains the date of commencement, total number of working days and holidays of the semester, Internship schedule and dates for semester-end examinations.

Dev Samaj College of Education follows the calendar issued by the University strictly and plans all its activities as per the dates mentioned in the calendar. The College prepares a College-level calendar that includes details like Orientation Programs, Talent Hunt, Mid-term exams, Celebration of special days workshops, Pre- Internship and Practice Teaching schedules etc. All activities are conducted in adherence. Then the Academic calendar is forwarded to the IQAC. The IQAC after giving their inputs in the calendar uploads it on the college website.

In the beginning of the academic session the students are apprised of academic calendar and same is displayed on notice boards and at strategic locations.

The College-level academic calendar help faculty members to plan their respective course delivery research work, academic and co-curricular activities. It facilitates them in supervising and monitoring the completion of the syllabus and extra-curricular activities that are being planned by the faculty members.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1 The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

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

The learning objectives are communicated through various means such as college prospectus. These are also prominently featured on college boards, college magazine and other publications brought during conferences and seminars. They are well communicated through the principal's address to students and parents during orientation programmes and other events such as Maat-pita santaan diwas. The CLO's and PLO's are also discussed in alumni meets and are disseminated in the classrooms by concerned staff members.

Students are made aware of the course specific outcomes through orientation programme, classroom discussion, expert lectures and practicals. These are also mentioned in their prospectus. Teachers are also well informed about the learning outcomes of each subject that they are teaching. Various stakeholders, especially the parents, are informed about the course outcomes of various value added courses being run by the institution from time to time, so that they can persuade their wards towards skill-oriented and value-based courses:

The college deputed teachers for workshops, seminars, conferences and FDPs to enrich them to attain the outcomes while teaching learning in the classes. Teachers actively participate in workshops on revision of syllabus organized by the university. In addition to this many teachers have written and are writing books, articles, papers in journals, even contributing chapters to books.

Principal and some teachers are also the members of subject specific curriculum revision committees of

Board of studies Panjab University who are in capacity to revise the learning outcomes from time-to-time and as per the changing needs of curricula. Thus, the process of perception and outcomes takes place in exact manner and excel the quality of teaching and learning. Successful alumni students are also invited to interact with both students and teachers at specific events and meetings where they share how their individual course shaped their career thus helping existing students align better with the specified course outcomes.

File Description	Document
Documentary evidence in support of the claim	View Document

2.7.2 Average pass percentage of students during the last five years

Response: 99.64

2.7.2.1 Total number of students who passed the university examination during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
188	191	176	128	145

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document

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

Response:

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

Monitoring Cognitive attributes of students

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

Monitoring Professional attributes of students

An attempt is made to develop the professional attributes of prospective teachers so as to prepare them for future work-life. The traits such as honesty is developed through one of the best practices

of the college “Honesty corner”, where students take the stationary items without being monitored and keep the money themselves. Additionally, house tests are taken without invigilators, so that students become more responsible and accountable for their learning. The students are assigned various responsibilities throughout the year which prepare them for leadership roles and better organizers. The collaborative tasks such as group participation in various events foster a sense of team spirit among them. These are constantly observed and monitored by the teachers and mentors teaching them.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document

2.7.4 Performance of outgoing students in internal assessment

Response: 100

2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year

Response: 188

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document

2.7.5 Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.

Response:

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

Evaluation Process: The programme outcomes and Programme Specific outcomes are assessed with the help of course outcomes of the relevant programme through direct evaluation process. It is provided through University Examinations, terminal exams, internal and home assignments, unit tests, surprise tests, open book tests, etc. The evaluation is also considered through 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.

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

Average attainment in Evaluation Process: Students under university examination are evaluated for 75% of total marks and institution for 25% marks as internal assessment.

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

The Methods of measuring attainment:

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

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

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

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.81

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1 Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0.4

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	0	0	0

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

3.1.2 Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 2.24

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	5.6	0	0	0

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Income expenditure statements highlighting the research grants received, duly certified by the auditor

[View Document](#)

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last

five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: A. Any 4 or more of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
- 2.Encouragement to novel ideas**
- 3.Official approval and support for innovative try-outs**
- 4.Material and procedural supports**

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document

3.2 Research Publications

3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 8.18

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
13	18	33	47	15

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**Response:** 3.57**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
28	8	4	9	6

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..**Response:** 27**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
43	19	41	18	14

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**Response:** 130.16**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
304	301	300	252	250

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**Response:** 130.16**3.3.3.1 Number of students participated in activities as part of national priority programmes during**

last five years

2020-21	2019-20	2018-19	2017-18	2016-17
304	301	300	252	250

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document

3.3.4 Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development**Response:**

Community service has been an integral part of the college since its inception and has been one of the foundational principles of the college. The community service initiatives in the college are led by the NSS units, social welfare committees & various indoor and outdoor clubs like environment club, peace club, music club, legal literary club, red ribbon club, human rights and legal awareness club, electoral literacy club etc.

The outreach involves leading awareness campaigns through 'Nukkad Naataks' and interactive talks etc. Our students learn the importance of developing the spirit of giving back to society. NSS units of the college regularly organise cleanliness drives during swachhata abhiyan as well as seven days NSS camps and also involve the residents of the village. They also conduct door to door survey, take out rallies to spread awareness, to have first hand information about various issues as education, health, drug addiction etc. We have also held Sports day and cultural events to spread awareness about sports and encourage them to participate

They also teach various skills to the local residents of the village like block printing, Mehandi application, making decorative items with waste material etc which facilitate vocational training to the children as well as the women to reduce their skill gap which will help them in either getting employed or start their own enterprise.

The village children also participate in cultural programmes organized by the college on different occasions. Medical check-up camps to address the health issues of local residents are organized.

The students plant saplings in areas around college and practice teaching schools as well as adopted village. The programmes on eco sustainability also help the students as well as community members

through eco-friendly activities like waste segregation, composting and harmful effects of plastic etc.

Community Outreach activities and projects like visits to old age homes, orphanages, rehabilitation centre, eco-sustainability drives etc, reaching out to those less privileged and marginalized. These activities develop leadership, resilience, empathy and service-mindedness in our students.

During COVID-19, the college took the initiative of spreading awareness making posters and slogans to salute the COVID-19 warriors and organised Mask donation drive for precaution of spread of pandemic. The college got 300 masks prepared and donated to the college workers and outside college also.

The college is also working towards the goal of achieving quality education for every underprivileged children of the adopted village. where children are being given free education along with different activities and programmes that help in overall development of children and in making them responsible citizens. To sum up, the college promotes rural development activities in the localities surrounding the area of its education intervention.

Through these outreach activities all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, show empathy for others, establish and maintain positive relationships, and make responsible decisions. Community outreach programs develop deeper relationships between students and the communities they live in.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 6

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	0	2	1

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document

3.4 Collaboration and Linkages

<p>3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years</p> <p>Response: 23.2</p>														
<p>3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>32</td> <td>35</td> <td>20</td> <td>12</td> </tr> </tbody> </table>					2020-21	2019-20	2018-19	2017-18	2016-17	17	32	35	20	12
2020-21	2019-20	2018-19	2017-18	2016-17										
17	32	35	20	12										
File Description	Document													
Report of each linkage along with videos/ photographs	View Document													
List of teachers/students benefited by linkage exchange and research	View Document													
Data as per Data Template	View Document													
<p>3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>Response: 17</p>														
<p>3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>Response: 17</p>														

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

3.4.3 Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

1. Local community base activities
2. Practice teaching /internship in schools
3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education
4. Discern ways to strengthen school based practice through joint discussions and planning
5. Join hands with schools in identifying areas for innovative practice
6. Rehabilitation Clinics
7. Linkages with general colleges

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

Criterion 4 - 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

Response:

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 and 14 in Nursery Teacher Training (NTT).

The College has following facilities available:

- 1.Principal Office
- 2.Staff room
- 3.Office for the Administrative Staff
- 4.Room for Dean student Welfare
- 5.Counsellor room
- 6.Visitors Room
- 7.Internal Quality Assurance Cell
- 8.A library cum reading room
- 9.Research room
- 10.7 Class rooms
- 11.A seminar room
- 12.A multipurpose hall
- 13.Computer laboratory
- 14.Fine Arts Room
- 15.Common room (2nd Floor)
- 16.Physical Fitness room
- 17.Music room
- 18.Science and Maths Laboratory
- 19.Home Science Lab
- 20.Curriculum lab
- 21.Language Lab
- 22.Psychology & Guidance Lab
- 23.Social Science lab
- 24.Audio Visual Room
- 25.Workshop for preparation of Teaching Aids
- 26.NSS room
- 27.Guest House
- 28.Play grounds

- 29. Canteen
- 30. Warden residence
- 31. Garages for parking and storage
- 32. Placement Cell
- 33. Guidance & Counselling Cell
- 34. Grievance & Redressal Cell
- 35. MOOC studio

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document

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

Response: 100

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

Response: 09

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 09

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 42.3

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
6.62	43.52	41.02	27.96	18.37

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

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

Response:

The College 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.

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	Document
Bill for augmentation of library signed by the Principal	View Document
Web-link to library facilities	View Document

4.2.2 Institution has remote access to library resources which students and teachers use frequently**Response:**

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 programme of INFLIBNET, the membership of which is renewed on annual basis by the college library. All the stakeholders and research scholars from different universities and colleges from different states can have access to check the titles of M.Ed. dissertations and Ph.D. theses available in the college library from the college website.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

4.2.3 Institution has subscription for e-resources and has membership/ registration for the following

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

Response: C. Any 2 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Link for additional information	View Document

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 2.48

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
2.91	2.35	0.62	4.00	2.51

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

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 5.11

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 435

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 370

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 188

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 215

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 105

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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

- 1. Relevant educational documents are obtained on a regular basis**
- 2. Documents are made available from other libraries on loan**
- 3. Documents are obtained as and when teachers recommend**
- 4. Documents are obtained as gifts to College**

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

ICT Facility	Date	Nature of Updation
G Suite	10.08.2020	G Suite for Education is a cloud-based productivity suite and students connect and work from anywhere, on any device
Zoom	21.05.2021	College has bought online zoom paid version to cater seminars/ conferences/ workshops/ training programmes etc
MOOC Studio	18.12.2019	Mooc studio is to develop online courses and value-added courses to enhance the professional and employability skills of the learners.
Wi-fi	03.02.2021	The college campus is totally wi-fi with Lease line of 30Mbps
Smart Classroom / LCD projectors	16.10.2017	Smart class room is an Ed Tech upgraded classroom that enhances the teaching and learning process for both the teachers and the students through audio/ video/ animations/ images multimedia etc.
Digital Podium	20.01.2020	Digital podium is the integration of various audio-visual aids which helps to deliver smart lectures and presentation
Language Lab	03.09.2021	Language lab- Words Worth software is designed to teach English vocabulary

		language. It is mainly used for teaching language skills.
ERP Software	19.11.2019	The college is using ERP software in order to maintain entries in this software is made on daily basis. ERP software handle admissions/ Budget/ accounts/ salaries etc
Tally Software	26.10.2021	In addition to ERP software. College is also using Tally 9.0 software
KOHA Software	20.02.2019	The College library is fully automated. It uses Koha Software Open Source Integrated Library Management System. It has a module enabling library staff to capture complete details of items and to help the library users
N List Programme	08.01.2021	The users can have access to e-resources (e-journals from publishers and thousands of e-books) through NLIST INFLIBNET, the membership of which is renewed on an annual basis at college library

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	View Document

4.3.2 Student – Computer ratio for last completed academic year

Response: 5.58

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document

4.3.3 Internet bandwidth available in the institution

Response: 30

4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 30

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

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

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)
4. Teleprompter
5. Editing and graphic unit

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link to videos of the e-content development facilities	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 84.37

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
41.58	55.53	41.08	71.45	64.57

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

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

Response:

Systems and Procedures for Maintaining and Utilizing Physical, Academic and Support Facilities 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 the College Advisory and Development Committee; and the 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 upkeep of computers, LAN, internet, Wi-Fi, and other ICT facilities and design, is a regular feature of the College. The College has qualified regular staff for the maintenance of electrical work, civil work, etc. To meet power break down and to provide an adjustable power base, Gensets and solar systems have been installed which are technically manned by the trained technicians. ? Budget provisions are made for new as well as old facilities, repairs, and maintenance. The departmental budget by office and library is made available every year. ? College Advisory and Development Committee is responsible for the overall planning and development of the college. ? Requirements for Physical, Academic, and supports facilities for new purchases and maintenance of old is collected regularly under the guidance of above said committees. ? Stakeholders' suggestions are also considered. ? The office interprets and analyses the requirement on the basis of necessity, urgency and available funds. ? Depending on the availability of funds, requirements are fulfilled by College Advisory and Development Committee; and the Academic Committee under the guidance of the Principal. ? The teacher-in-charges of the various laboratories take a periodical review of repairs and maintenance requirements of their respective laboratories. ? Maintenance of Physical, Academic, and supports facilities and other types of equipment is done on regular basis. ? The Smart Classrooms are maintained on regular basis. ? The Library Advisory Committee with the Principal as the chairperson and librarian as member secretary along with two senior faculties tackle all issues relating to the smooth and efficient functioning of the library. At the time of admission students are issued digitized library cards which will be valid till their final semester. Internet facility is provided in the library and students can access the facility for availing eresources and other web based information. Photostat facility is also available in the library at nominal rates. The library is under CCTV surveillance. It also has AC in the reading rooms and working area with power backup facilities. ? The College information and communication technology committee (ICTC) is responsible for the maintenance of computers and smooth functioning of the network facilities in the College. They also look into the College website, up-gradation, biometric services, procurement of hardware and software and other items related to computers. ? There are 4 Houses-on-duty that function under the charge of 2 teachers and remain on duty for one calendar month. The cleaning and the maintenance of the whole campus is done by the supporting staff as per instructions by house-in-charges on duty

File Description	Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

- 1. Career and Personal Counseling**
- 2. Skill enhancement in academic, technical and organizational aspects**
- 3. Communicating with persons of different disabilities: Braille, Sign language and Speech training**
- 4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
- 5. E-content development**
- 6. Online assessment of learning**

Response: A. All of the above

File Description	Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document

5.1.2 Available student support facilities in the institution are:

- 1. Vehicle Parking**
- 2. Common rooms separately for boys and girls**
- 3. Recreational facility**
- 4. First aid and medical aid**
- 5. Transport**
- 6. Book bank**
- 7. Safe drinking water**
- 8. Hostel**
- 9. Canteen**
- 10. Toilets for girls**

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	View Document

5.1.3 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	View Document
Data as per Data template	View Document

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 9.66

5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
17	16	17	20	10

File Description

Document

Data as per Data Template

[View Document](#)

Appointment letters of 10% graduates for each year

[View Document](#)

Annual reports of Placement Cell for five years

[View Document](#)

5.2.2 Percentage of student progression to higher education during the last completed academic year

Response: 13.3

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

Response: 25

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.

File Description

Document

Documentary evidence in support of the claim

[View Document](#)

Details of graduating students and their progression to higher education with seal and signature of the principal

[View Document](#)

Data as per Data Template

[View Document](#)

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 21.62

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
50	35	45	30	19

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	View Document

5.3 Student Participation and Activities

5.3.1 Student council is active and plays a proactive role in the institutional functioning

Response:

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

Major Activities of the Student Council include:

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

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2 Average number of sports and cultural events organized at the institution during the last five years

Response: 38.2

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
31	37	41	39	43

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

5.4 Alumni Engagement

5.4.1 Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

The Alumnae association of DSCE Chandigarh is named as “Dev Angels alumni Association” and it is a registered association under the Societies Act XXI of 1860. It was registered on 7.10.2021. It acts as support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. The activities of the alumnae association include:

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

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: A. Any 6 or more of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document

5.4.3 Number of meetings of Alumni Association held during the last five years

Response: 17

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	3	4	3	3

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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.

Response:

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	Document
Documentary evidence in support of the claim	View Document

Criterion 6 - 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

Response:

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.

The ways of multidimensional positive thinking and knowing about energy, protection of environment health and booster economy of nation on priority basis. Dev Samaj believes in the science of moral and spiritual laws of soul. It employs the scientific method and accepts the scientific pattern of thought that nature is self-sufficient in its working, and therefore we are not to go *“OUT OF NATURE”* to understand any happening within it. Dev Samaj organisation gave equal rights and status to women with men while adopting many social reforms in this regard like; recognition of girl child, monogamy, widow re-marriage, dowry less marriages, etc. The Dev Samaj considers women education essential for their social, moral and spiritual upliftment. The Illustrious founder set a golden example in his childhood when feeling strongly that education was as good for girls as for boys, he started teaching his two women relatives in the sixties of the 19th century. At that time women education was considered superstitious breed evolving the divine wrath. The revered founder of Dev Samaj realized that future of women lay in education. Education alone could open opportunities of enlightenment and independence for women. He wanted to regenerate mankind and transform society through women education. Since then the focus of the institution has been on exposing students to the use of latest educational technology making them interested and involved in learning multiple skills to enhance their teaching skills and employment prospects. We motivate and train students by conducting group discussions, seminars, and personality development workshops to meet the demands of the job market. The development of student into process of integrated personality is our joint responsibility. The governance of the institution exhibits effective leadership and participatory mechanism which is in tune with the vision and mission of the college as displayed on the college website.

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

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document

6.1.2 Institution practices decentralization and participative management

Response:

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The Institution functions in a well-structured and defined manner to ensure participative management at all levels of decision-making. Right from the Chairman of the Management Committee to the staff and students, all the stakeholders have a role to play in the building and development of the college. The principal and two faculty members are part of the managing committee. The management of the college takes effective measures in encouraging and supporting the involvement of the staff for 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. It allows one student to represent each class of students in the college with regular meetings held to ensure the system's efficiency and effectiveness in putting forward the interests and views of the students. Student Council meetings play a major role to assess the teaching, learning, and support services provided to the students by the Institution where students organize domain-specific events, extracurricular events, competitions and expert talks in addition to their leadership skills. The composition of the student council is as follows: • President • Vice President • Secretary • Joint Secretary • Class representatives The members of the council are elected as per the Panjab University rules. A due process of selection is followed according to which at an initial level form are filled by students as their nomination for the particular post. Students exercise their right to vote and the counting is done in a very transparent manner by including senior teachers and one or two students. Elected members are announced in the assembly.

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

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document

6.1.3 The institution maintains transparency in its financial, academic, administrative and other

functions**Response:****Financial Transparency:**

Annual budget is meticulously prepared using TALLY and ERP software which helps to streamline the budget under different heads such as College Accounts, Examination Accounts and so on. Details of teaching as well as nonteaching staff, accounts, academic progress, etc. is updated every year on the NCTE and AISHE portal i.e. All India Survey of Higher Education which is under the HRD Ministry, New Delhi. through the link <http://aishe.nic.in/aishe/userlogin>.

College uses MIS to maintain student and office records such as academic qualifications, in-service improvement in qualifications, information about student teachers with details of caste, religion, results etc., details of Adhaar Card Number (UID), Voters ID Number, PAN Number, Scale, month-wise salary details of teaching non-teaching staff, Income Expenditure details of college etc. Information Brochure containing information regarding different committees, clubs along with names of teachers in charge is displayed on the college website. The institution conducts internal and external financial audits regularly. • The external audit for the grants received from Government and non-Government Agencies is performed by Audit General U.T. Chandigarh. • Internal Audit for the college is done by Amrish Garg Associates • External Audit for the college is done by Mr. R. P. Mallis, a qualified C.A.

The Financial Transparency is maintained by the college by displaying Income – Expenditure Statement, Audited Balance Sheet alongwith the Auditor’s report on the college website which has an open access for one and all.

The link of the same is as under

<http://devsamaj.org/pdf/CamScanner%2004-12-2021%2015.32.06.pdf>

Transparency in Academic Functions

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.

Transparency in Administrative Functions

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. For every fresh recruitment the college gives advertisements in the leading national daily newspapers. The received

application are scrutinized by strictly following the eligibility criteria and written tests are also conducted by hiring outside agency as the case may be. The recruitment is done purely on merit basis.

All CAS promotions with regard to Teaching staff is done by following the transparent procedure as framed by the Director Higher Education, Chandigarh Administration, Chandigarh. An Internal committee is formed for scrutiny and verification purpose as required by the DHE, U.T, Chandigarh

All promotions with regard to Non-Teaching staff is done by adhering to the rules and regulations prescribed by the Director Higher Education, Chandigarh Administration, Chandigarh.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Plan: The college is committed to provide a clean, healthy, pollution-free environment.

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

The college pledged to provide a healthy, clean, and pollution-free environment.

Best Herbal Garden

To deploy this strategic plan, the college took various initiatives The College has maintained a herbal garden on its campus comprising of various medicinal herbs and other plants. The herbal garden was established in the college in 2009 with the motive to encourage future teachers to promote sustainable practices for the use and Conservation of Medicinal Plants and learn the benefits of medicinal plants in our day-to-day life for better health and immunity and also influence parents, friends and kinship for their use in cooking, etc. It has been awarded with the best HERBAL GARDEN award by Medicinal Plants Board, UT Chandigarh on 12th March 2021.

The QR codes are installed on the plants in the herbal garden which provide a detailed information about the plant from its scientific name to its medicinal value. Students only need their smart phones to access the QR codes.

Swachta Ranking

The college was ranked among the top 25 institutions in Swachta Ranking in 2017 by MHRD, GOI.

Green Audit

Dev Samaj College of Education, Chandigarh is accredited as "Green college in Platinum Ranking".

Green Practices

To provide a healthy environment some more green initiatives like minimal use of plastic, minimal use of air conditioners, switching of lights/fans, use of eco-friendly methods of transportation etc has been adopted by the institution. Under plantations, there are lush green gardens all around the campus. As disposal of e-waste is an emerging global environment and a public health issue. All loosely discarded e-waste is collected at the college and handed over to external agencies who work in this area. Besides all these various other environment-friendly practices like water harvesting, segregation of waste, and recycling of paper is being executed. Under Best out of waste practice, workshops were also conducted. The college uses the latest machines including sanitizer machines to keep the campus clean. Aquarguards are installed at different places in the college to provide clean water to all. The college canteen has applied for the license of FASSAI.

All the students and faculty members use the Swachta app initiated by GOI. Vermicomposting is another initiative taken by the college to procure organic manure for the plants. Vertical gardening has also been initiated in the college using waste material. Waste milk pouches are also used to maintain a small nursery in the college. Saplings are planted in the milk pouches with the motive of reusing the pouches and distributing herbal plants to the students' grown in milk pouches.

Vertical Gardening with the use of waste water bottles. There is move towards paperless office through use of ERP software.

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

File Description	Document
Documentary evidence in support of the claim	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

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.

Response:

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.

As the college is a Govt aided college, so at the apex level it has its managing council. The chairperson is the head of the Managing council and there are other members in Council. The Governing body is responsible for the operation of all aspects of the institution including its finance, human resource, educational and research functions and infrastructure arrangements. It can develop the policies and deliberates on the academic, financial and administrative initiatives for the future, which guides the institution to serve its stakeholders as per the mission statements of the institution.

The Principal, who is the academic and administrative leader of the college is responsible for the tasks of planning and supervision of the execution of annual academic plans, co-curricular and extra-curricular activities, are performed by the Principal in consultation with the staff members of the college. She is responsible for the overall development of the college.

The next level is made up of the Teaching and Non-Teaching staff.

Teaching staff: The college has different subject teachers and a librarian.

Non-Teaching Staff: The Superintendent heads the non-teaching staff and all the other members like the Senior Assistants, Junior Assistants, Fee Clerk and Office Subordinates, and peons are placed under him.

Committees: The institution has the following committees to ensure the execution of all activities: College Advisory and Development Committee, College Academic Committee, Admission Committee, Research Innovation and Extension, Infrastructure and Learning Resources, Governance, Leadership and Management, Institutional Values and Best Practices, Feedback Committee, Alumni Association & Placement Cell, Grievance Redressal Cell, Fee Concession, Examination, Tutorials, Discipline Committee etc. Internal Assessment, Anti ragging, Women Empowerment cell, Sc/ST Cell, OBC cell, Minority cell, RTI and RTC cell etc.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to Organogram of the Institution website	View Document

6.2.3 Implementation of e-governance are in the following areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Annual e-governance report	View Document

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

One decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented is as follows:

Activity of the Music Club

Decision : To start MOOC on Fundamentals of Music

Implementation

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

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

Course Objectives

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

Course Learning outcomes (CLO)

After the completion of the course the participants were able to

- 1) Understand the basic terminology of music. Various forms of music like Classical, light and folk music.
- 2) Musical sound i.e. Nada, its types and characteristics of Nada and science behind it's production.
- 3) Understand different types of Swars and its practical aspects. Sing shudh and komal swars in different SRGMs.
- 4) Play Swaras/notes/SRGMs on Harmonium.
- 5) Understand the techniques and do's & don'ts while playing harmonium.
- 6) Understand the meaning and importance of Saptaks in music.
- 7) Understand the concept of Laya and Tala, play different talas in different laya and Identify them in musical compositions.
- 8) Understand various types of musical instruments and be familiar with their nature and tones.

The registration process was started by filling the **Registration Form** (Link: <https://forms.gle/bRBEniv7J92zfqgB9>) given on the brochure. Total 108 students from different areas of India and outside the country registered themselves in course and joined a **WhatsApp group** (Link: <https://chat.whatsapp.com/H1w054JJyHyEyi2o0Klhfu>) through which they received all necessary and relevant information about the course.

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

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place

Response:

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	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document

6.3.2 Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 27.27

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
9	9	2	1	0

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document

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

Response: 16

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
09	04	02	01	00

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document

6.3.4 Percentage 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

Response: 64.94

6.3.4.1 Total 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 during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
11	23	05	0	11

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5 The institution has a performance appraisal system for teaching and non-teaching staff

Response:

A good performance management system works towards the improvement of the overall organizational performance of teams and individuals for ensuring the achievements of the overall organizational mission and vision. An effective performance management system plays a crucial role in managing the organization in an efficient manner.

Further, at the end of each semester, feedback forms are issued to the students for each of the courses attended by them. The feedback forms in the form of questionnaire collect information about the teacher and different aspects pertaining to the teaching process. A team consisting of the Head of the Department

and Senior Professor in the Department, goes through the feedback forms collected from the students and suggest suitable measures to improve the teaching-learning process. As such there is no performance appraisal system followed for non-teaching staff in the institute.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Yes

- The external audit for the grants received from Government and non-Government Agencies is performed by Audit General U.T. Chandigarh.
- Internal Audit for the college is done by Amrish Garg & Associates
- External Audit for the college is done by Mr. R. P. Mallic, a qualified CA

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document

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

Response: 0.06

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the

last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.30	0	0	0	0

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document

6.4.3 Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.**Response:**

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 Tests/ NITTTR. The details of the mobilization of funds for the last 5 years are given as under: -

S.No	Date	Source	Amo
1.	15.02.2016	Test Centre for Vector All India Entrance Test	5000
1.	17.05.2016	Test Centre for Vector All India Entrance Test	5000
1.	02.11.2016	Test Centre for Vector All India Entrance Test	5000
1.	08.02.2017	Test Centre for Vector All India Entrance Test	5000
1.	12.08.2017	Test Centre for Vector All India Entrance Test	5000
1.	12.11.2017	Test Centre for Vector All India Entrance Test	5000
1.	15.10.2017	Booking of accommodation for written examination for the post of ACIO-II/ Exe	2496
1.	08.04.2018	NITTTR for conducting Recruitment test	2200
1.	18.02.2018	Test Centre for Vector All India Entrance Test	5000
1.	21.04.2018	NITTTR for conducting Recruitment test	2200
1.	20.05.2018	Test Centre for Vector All India Entrance Test	5000
1.	12.08.2018	Test Centre for Vector All India Entrance Test	5000
1.	16.06.2019	PU- B.A./ B.Com. LLB (Hons.) – 5 years Entrance test	FOC
1.	19.06.2019	PU- CET-UG Entrance test	FOC
1.	26.09.2021	NITTTR	2100

* FOC- Free of Cost

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

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

Response:

IQAC plays a significant role in various quality matters of the institution. The IQAC initiates, plans and supervises various activities that are necessary to increase the quality of the education imparted in the college. In the beginning of the session a plan is discussed with the principal and members of the IQAC to chalk out quality initiatives to be taken throughout the year. The duties are assigned to various staff members to execute the same. Meetings are conducted from time to time to seek appraisal of the work. IQAC encourages the faculty to take initiatives related to research, teaching, financial, student support, good practices, building community linkages and MOUs. It maintains a record of minutes of meetings and present it before the principal and management. It promotes use of modern methods of teaching and also initiates various value-added courses. IQAC encourages the teachers to send proposals for research projects in the field of education. It organizes seminars, workshops and training programmes throughout the session. It seeks and reviews the feedback obtained from various stakeholders and takes prompt action. Various events such as expert talks, community related initiatives are also organized under the patronage of IQAC.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Link for additional information	View Document

6.5.2 The institution reviews its teaching-learning process periodically through IQAC or any other mechanism

Response:

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed. Admission to various programmes, summer, winter and mid-term vacations, examination schedule and declaration of results are notified in the Academic Calendar. All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the philosophy, the uniqueness of the Education system, the teaching-learning process, the system of continuous evaluation, compulsory core courses, various cocurricular activities, discipline and culture of the Institute. All students are provided with the Student Diary that provides all details relevant for students. Students are apprised of the Time-Table, Programme structure, syllabi of the courses before the semester commences. Important announcements are made in the morning assembly and attendance and conduct of classes are monitored by the Deans of faculties, HODs and proctors of various classes. The Chief Proctor and the Discipline Committee members make random visits to ensure smooth functioning of classes. CIQAC reviews the quality of academic activities that are discussed and planned in the meetings of Academic committee. IQAC also organises its own meetings to review the quality brought in teaching-learning process. The academic audit, both internal as well as external helps to know the shortcomings/suggestions for bringing quality in academic matters of the institution. IQAC promotes use of modern methods of teaching and also initiates various value-added courses and seeks its appraisal from time to time. The college obtains the feedback from various stakeholders such as teachers, parents, school principals and school teachers, eminent community members and resource persons and students and takes timely action to implement the suggestions given by them. Remedial and enrichment classes are the regular feature in the college to help underachievers to get good marks and facilitate meritorious students to secure positions at university level.

Feedback from students is also taken. Feedback is properly analyzed and shared with the Principal Deans, and individual faculty members. The teaching-learning processes are reviewed, and improvements implemented.

Based on the IQAC recommendations. The major initiatives taken over the last five years include the following:

To improve and facilitate the teaching-learning process in the times of corona the IQAC took the initiative to **establish MOOC Studio** to develop online training programs, to record lessons for teaching purposes, and also to train students to develop MOOCs so that they can incorporate this in actual

teaching. In the last five years the total number of MOOCs developed by the faculty is 8 in number for the students and teachers of the college and outside the college.

Initiation of **Value Added Courses** to bridge the gap between the academic and industry (school) needs, Value Added Courses (VAC) are conducted regularly in our College. It is important for higher education institutions to supplement the curriculum to make students better prepared to meet industry demands as well as develop their own interests and aptitudes. Total of 34 courses have been initiated by the college in the last five years.

Seminars and webinars on new education policy NEP 2020, inclusive education, NAAC sponsored seminar, to keep our faculty updated about the recent trends in the education system.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.3 Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 25.8

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
25	20	16	34	34

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document

6.5.4 Institution engages in several quality initiatives such as 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5 Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

Research has been strengthened to a great extent in the last fast five years.

The Institution undertook 5 research projects in collaboration with ICSSR, New Delhi, SCERT, U.T., Chandigarh and Liberty hospital, Mohali

- 1.The institute collaborated with SCERT, Chandigarh for a research project “Impact of training programme on life skills of adolescents in government schools of Chandigarh” under National Population Project of SCERT
- 2.The institute collaborated with SCERT, Chandigarh for a research project “Effect of internet usage on mental health among adolescents of Govt. schools of UT Chandigarh ” under National Population Project of SCERT

3. The institute completed a Minor Research Project titled “Poor children enriched schools: A study of implementation of 25% free education to children belonging to Economically weaker sections of society under section 12(1)C RTE 2009 in private schools of Chandigarh “ awarded by ICSSR, New Delhi
4. One IMPRESS Project titled “Role of diabetic Yoga Protocol in biochemical and molecular profile of the diabetic population” is awarded by ICSSR under IMPRTESS Scheme. The institute collaborated with PGIMER for this project
5. The collage collaborated with Liberty hospital Mohali to conduct a survey on Mensuration awareness among adolescent girls

The "**seed money**" has been generated by the institution to carry out research projects. In the last five years, total of 7 projects have been carried out by the faculty by utilizing seed money from the college.

The College publishes its peer-reviewed and refereed journal.

The college initiated Value Added Course on "SPSS", Research Methodology and Action Research for students to facilitate their research at post graduate level. For details follow the link <https://devsamaj.org/e-content.php>

Enhanced Formal Linkages

A total of 16 MOUS has been signed and a number of activities have been conducted in collaboration with signing parties. For details kindly follow the link given below

on the website.

Alumni Association Registered and strengthened

Alumni Association (Dev Angels) has been registered on 7.10.2021 with Number 5002. under the Societies Registration Act (XXI of 1860). It has been strengthened and now the total number of members in the Alumni Association is 3391. The funds generated by the association Rs 94,000 in The potential of alumni has been exploited by involving them in different activities conducted by the college. Detailed report of activities of alumni in Criteria 5.

The library has been upgraded and more equipped

The College library is fully automated. It uses Koha Software, which is an Open Source Integrated Library Management System. It has a full catalog module enabling library staff to capture complete details of all the library items and to help the library users.

The users can have access to e-resources (e-journals from many reputed publishers and thousands of e-books) through NLIST programme of INFLIBNET, the membership of which is renewed on annual basis by the college library. The Institution has increased number of subscription for e-resources and has membership/ registration for the e resources, e- books, e-journals (For documentary evidence please refer to 4.2.3 upload)

‘Search the catalog’ option 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 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.

The college library provides indexing of periodicals service, which is helpful for the students who are doing research at any level. It saves the time of users. • 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. • All the stakeholders and research scholars from different universities and colleges from different states can have physical access to M.Ed. dissertations, Ph.D. theses and a large variety of text books, reference books and books related to competitive examinations like UGC-NET, CTET etc. available in the college 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.

Teaching-learning process

The development of e-content, value-added courses, development of MOOCs by faculty in the MOOC studio, and training for students to develop MOOC. All e-content is made available on the college website so that all students can access it in their free time and learn. For detailed information kindly visit the link given below. <https://devsamaj.org/e-content.php>

Some more highlights of the quality initiatives taken by the institution

1. Vermicomposting
2. registration of Science Club
3. Best Herbal Garden in Chandigarh
4. Platinum Ranking in Green Audit

File Description	Document
Relevant documentary evidence in support of the claim	View Document

Criterion 7 - 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

Response:

Energy Policy of Dev Samaj College of Education, Chandigarh

Preamble:

Environment-friendliness and energy harvesting are of prime interest today and are the key factors in achieving Sustainable Development Goals (SDGs) for any organization. Keeping these factors in specifying the energy policy of Dev Samaj College of Education, Chandigarh, we presume that it is in accordance with the prescriptions of the National Institution for Transforming India (NITI) Aayog with reference to support for renewable energy resources. Another factor of significance is rapidly and dynamically increasing energy demand. Since conventional fuels are finite and will eventually run out, and alternative sources provide energy without adding to the amount of greenhouse gases (GHG) that are accumulating in the atmosphere. DSCE has the establishment of alternate energy sources in the form of establishment of 100 KW rooftop Solar Power plant from CREST UT Chandigarh. DSCE energy policy also has taken efficient energy management and conservation through good established procedures specified in its policy.

Statement

The Energy policy of DSCE monitor, conserve, and manage the energy needs of the campus with the growth in the energy demands of the institute; It is the responsibility of the institute in creating awareness among the students and staff about the energy conservation measures. Maintain the efficiently utilize the Electrical Energy with maximum utilization of Renewable solar power Generating system and optimal consumption of lighting load with the proper energy conservation measures in the campus. Also, maintain a green energy campus with the utilization of an energy management system.

Objectives:

The following objectives will lead to the implementation of the DSCE Energy policy

1. Improvement in Energy efficiency to reduce energy consumption and cost.
2. Minimize the energy consumption by use of energy-efficient equipment. and maximize the use of daylight and natural ventilation.

Action Plan:

1. Form a committee to monitor and check the wastage of energy in the campus.
2. Conduct of Green Audit
3. Maintain the Energy needs of the campus with a backup power supply system for supplying uninterrupted energy demands.

4. Establishment of energy-efficient utilization measures in the supply, and demand systems as part of energy management of the campus.
5. Replacement of the existing conventional lighting with the LED lamps.
6. Monitor the electricity bills for the efficient utilization of the solar power plants installed on the campus.
7. Create awareness among the students and staff in energy conservation and management by the Eco-club " Vanaspati Jagat" of the college.
8. Encourage students and staff to be energy efficient by encouraging vehicle pooling and the use of bicycles.
9. Organization of expert lectures in the area of energy conservation.
10. The Institute shall continuously review and update the approved policy and is committed to its implementation.

File Description	Document
Institution energy policy document	View Document
Link for additional information	View Document

7.1.2 Institution has a stated policy and procedure for implementation of waste management

Response:

Dev Samaj College of Education, Chandigarh has a clear waste management policy for disposing off-dry, wet, e-waste, and wastewater management. We try to create consciousness among staff and students about the ways in which waste is generated and the means by which they can reduce waste generation and manage the waste they produce by following the five "R" principle of reduce, reuse, recycle, refuse and regenerate. There are separate colored bins for dry (blue) and wet (green) waste. Use of Jute and cloth bags is encouraged. All efforts are being made to make the campus Plastic free.

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

Segregation of Solid Waste

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

Recycling of solid waste

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

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

Another regular practice of the institution is '**E-waste management**' that involves the collection of **e-waste**, recovering and recycling material and disposal of **e-waste** by collaborating with recycling agencies to reduce its adverse impacts on the environment. Students also educate people during their outreach community programs about e-Waste risks and good disposal practices.

Vermicomposting is an eco-friendly process that recycles organic waste into compost and produces valuable nutrients. making compost by using earthworms is the principle involved. We are following the Pit Method. In this method, the organic matter is collected in cemented pits. Awareness programmes are also conducted about the Vermicomposting and organic farming by the concerned faculty member and the principal to the students and the parents.

Vertical gardening using waste plastic bottles has also been initiated by the college recently with the purpose to reuse plastic.

Rain Water harvesting

Reuse of Plastic Pouches to maintain college nursery

"Best out Waste Competitions" in the college to encourage students to minimize the wastage and enable them to educate others also.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

7.1.3 Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document
Documentary evidence in support of each selected response	View Document

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

7.1.5 Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Green Campus Policy

Preamble

Dev Samaj college of education, Chandigarh takes the responsibility of maintaining a green campus, take environmentally friendly initiatives and increase environmental awareness among its faculty and students.

Objectives

- To develop specific policy to promote, improve and monitor environmental practices and work towards reducing the carbon footprints in the campus
- To ensure compliance with all environmental legislations among its stakeholders and maintain the building and lawns in environmentally conscious manner
- To mitigate the environmental responsibility
- Perform green audit once a year

- Encourage car-pooling, use to bicycles
- To plant sufficient number of trees, potted plants every year and keep the campus green

Statement

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

Action Plan

- 1.The campus is with sufficient green cover in the form of trees, lawns and potted plants. There is a herbal garden with many medicinal plants and herbs useful in daily life. It has been awarded as "Best Herbal Garden" in the Union territory of Chandigarh.
- 2.College promotes students to use bicycles & E-Scooties and culture of car-pooling and scooter-pooling.
- 3.College is conducting online classes in view of the Corona crisis to reduce carbon footprints. Efforts are being made to make plastic free campus.
- 4.Students are encouraged to use jute bags or cotton bags.
- 5.College mess and canteen promote green catering, i.e. Use of steel Thalies and glasses instead of plastic plates, disposable water bottles and paper cups. will be promoted. The college canteen will focus on making food out of seasonal vegetables and fruits. Kitchen garden is also available in the campus to procure organic vegetables.
- 6.Vermicompost tub is used to recycle kitchen and garden waste.
- 7.College gives saplings as a gift to guests at various events.
- 8.The slides are prepared and used as a backdrop instead of banners. The banners that are essential are made in such a way so as to be reused again in the future.
- 9.Dedicated environmental awareness programs are organized from time to time. Environmental Education is taught as an elective subject to B.Ed students in the 4th semester which is a very popular choice and most of them are opting for it.
- 10.Gardening as a Work experience Programme in B.Ed semester II is also opted by majority of the students.
- 11.Various Eco-club activities, Akshay Urja celebrations, Environment Day, and Workshops on vertical gardening are also held from time to time.
- 12.Experiential learning is a regular feature to which students are exposed in gardening, and environment subjects.
- 13.the college is awarded with the prestigious " Best Herbal garden Award" by Medicinal Plants Board, U.T. Chandigarh.
- 14.The college in top 25 institutions in "Swacchta Ranking" by GOI.
- 15.Plantinum Ranking in GREEN Audit
- 16.latest machines
- 17.Lush Green Gardens
- 18.Vertical Gardening
- 19.Efforts to make Plastic free campus
- 20.Efforts to make Paperless office

21. Lush Green Gardens

File Description	Document
Documents and/or photographs in support of the claim	View Document

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document
Link for additional information	View Document

7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 1.67

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.57	1.08438	0.81	1.88724	1.08

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Link for additional information	View Document

7.1.8 Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

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

File Description	Document
Documentary evidence in support of the claim	View Document

7.1.9 Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

1. Code of Conduct is displayed on the institution's website
2. Students and teachers are oriented about the Code of Conduct
3. There is a committee to monitor adherence to the Code of Conduct
4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

Best Practices 1

Title of the Practice: Establishment of MOOC Studio to develop MOOC, online value added course and e courses.

Objective of the Practice

- To develop MOOCs for the purpose of conducting online training programmes.
- To develop Online value Added courses.
- To prepare lectures for virtual teaching.
- To give training to student teachers to develop MOOC's.

The context

The pandemic led to sudden closure of various educational institutions across the nation resulting in a major shift from offline face-to-face classroom teaching to online teaching without any preparation and training on the part of teachers.

Evidence of Success :

Evidence : *Online Survey followed by Online "Training in Online Teaching", by IQAC of Dev Samaj College of Education, Chandigarh.*

Objective

- To study the challenges faced by teachers in Online Teaching Amid Covid-19.
- To organise series of training on “Online training in Online teaching” to the teachers based on the findings of the survey.

It was followed by series of “Online training (MOOC) in Online teaching”, catering to different groups that included pupil teachers of the college, 100 Government teachers of Punjab under the MOU signed with Punjab Government and nearly 1000 teachers from different states. A few number of doctors and other professionals also completed the training.

Best Practices II

ENERGY CONSERVATION, WASTE AND WATER MANAGEMENT POLICY

Objectives

The following objectives will lead to the implementation of DSCE Energy policy

- 1.Improvement in Energy efficiency to reduce Energy consumption and cost.
- 2.Minimize the energy consumption by use of energy efficient equipment. and maximize use of day light and natural ventilation.

Action Plan: For the purpose a well planned action plan is outlined in the policy.

Waste Management Policy

Objectives

- Segregating solid waste on daily basis
- Reducing the quantity of solid waste disposed off in the campus
- Reusing and recycling the solid waste wherever possible
- Taking efforts to make the campus Plastic free
- Creating environmental consciousness through observation of various days

Action Plan: For the purpose a well-planned action plan is outlined in the policy. Dev Samaj College of Education is committed to take appropriate measures to reduce solid waste and reuse them wherever possible in the numerous ways:

Water Management Policy

Objectives

- To ensure clean and safe drinking water to the people present in the campus
- To ensure continuous supply of water throughout the year
- To replenish ground water through rainwater harvesting
- To minimize wastage of water in the campus

Action Plan: For the purpose a well-planned action plan is outlined in the policy.

Green Campus Policy

Objectives

- To develop specific policy to promote, improve and monitor environmental practices and work towards reducing the carbon footprints in the campus
- To ensure compliance with all environmental legislations among its stakeholders and maintain the building and lawns in environmentally conscious manner
- To mitigate the environmental responsibility
- Perform green audit once a year
- Encourage car-pooling, use to bicycles
- To plant sufficient number of trees, potted plants every year and keep the campus green

Action Plan: For the purpose a well planned action plan is outlined in the policy.

File Description	Document
Photos related to two best practices of the Institution	View Document

7.3 Institutional Distinctiveness

7.3.1 Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

‘Responsible Leadership and render selfless service to the community as envisioned in the vision of the institution’ true to its statement the institution has emerged as one of the premier institutions of teacher education in this country. The college received many awards in community outreach contributions at local and National level.

Awards & Appreciations

1. First prize in National Young Leaders Programme Award by National Service scheme (NSS) & Nehru Yuva Kendra Sangathan under the aegis of Ministry of Youth Affairs and Sports (Govt of India) for its invaluable contribution to community service.
2. Best NSS Unit Award among the colleges in the U.T., Chandigarh by National Service Scheme (NSS) by Panjab University Chandigarh.
3. Dr. (Mrs.) Agnese Dhillon (principal) received star Glitzz international award for women empowerment “STAR GLITZZ AWARD (29.03.2018)”.
4. The college has received Certificate of Recognition from National Aids Control Organisation, Ministry of Health and Family Welfare, Government of India recognising the members of Red

Ribbon Club of Dev Samaj College of Education for their contribution in engaging and mobilising youth to prevent HIV/AIDS for the National Aids Control Programme.

5. The college has received the Best Herbal Garden Award by Medicinal Plants Board, U.T. Chandigarh dated 12 March, 2021.
6. Dr. Harpreet Kaur, NSS Programme Officer received Certificate of Appreciation for showcasing intrepid and impeccable act of service in the COVID 19 pandemic and afterwards on International Womens Day, Honouring COVID 19 warriors by Florence Nightingale Girls Hostel No 8 and National Service Scheme, Chandigarh.
7. Certificate of Appreciation to Dr. Charanjit Kaur & Dr. Harpreet Kaur as a Part of “Beat Covid Campaign” initiative of MGNCRE, Ministry of Education, GOI.

MOU's / Formal Linkages

1. Liberty Hospital, Phase 3B2, Sector 60, Mohali
2. Hamari Kaksha, an NGO, Chandigarh
3. Olympism for Humanity Alliance, Inc., USA
4. Yuvsatta, an NGO, Chandigarh
5. Chandigarh Block Printing Boutiques, House no. 30, Sector 33A, Chandigarh
6. Ashram Gandhi Puri, Bali, Indonesia
7. ICMR Centre for Innovation and bio-design
8. GMSSS, Dhanas Chandigarh and Arushi, Bhopal, Madhya Pradesh and Yuvsatta
9. Organic Sharing Foundation, Chandigarh

For more details, please visit the following link

Distinguished Features in Community Outreach of the institution

The college has been recognised for its strength in the previous cycles of Accreditation particularly for the exemplary features of the college.

- ‘School on the Move’,
- ‘Wall of Kindness’
- ‘Honesty Corner’,

For the detailed report of outreach community activities kindly visit the following link

Some more highlights of the Community Outreach Initiatives taken by the institution

Awareness Drive On Covid-19 T

Face Mask Making - An Awareness Drive (19th April 2020)

Training Regarding Covid 19@Igot.Gov.

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

Tree Plantation Campaign

Mask Making Drive

Lecture Series On Gender Sensitisation
Creating environmental consciousness through observation of various days of importance such as Car Pool Day, World Bicycle Day, World Environment Day, Plastic Free Day, World Water Day, Energy Conservation Day, Van Mahotsav, wildlife week etc. Celebration of World Environment day

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document

5. CONCLUSION

Additional Information :

Highly qualified faculty with about 70% teachers are Ph. Ds, UGC and NET qualified. Some Faculty members are pursuing their PH.D's after joining the institution. Some senior faculty members are acting as supervisors and guiding Ph.D students enrolled in the Panjab University.

Faculty members are encouraged to apply for research projects from International and national funding agencies apart from local bodies, industries and other funding sources for research projects.

Moral Education is an integral part of teaching learning process in the institutions. The principal takes Moral Education classes twice a week. The focus of the institution is to produce value based, professional and globally competent teachers.

Teachers are the key to the implementation of NEP 2020. Keeping this in mind, all efforts are being made to prepare students teachers for the successful implementation of NEP 2020 by giving them training in combination of conceptual, practical, personal and social skills that will be needed by the teachers for transforming India, Bharat and re-emerge as Vishwa Guru.

As one MOOC on online teaching has been uploaded on Diksha Portal. The institution is continuously striving to prepare more MOOCs to be uploaded on Swayam , Swayam Prabha, and e.g. E-Pathshala and other such national portals. For the purpose, the students and teachers are undergoing rigorous training to develop MOOCS.

Concluding Remarks :

For nearly 40 years, DSCE as TEI has been designing and delivering rigorous, graduate-level and professional development courses for secondary school teachers. On-site, online, or in a blended learning environment, the college offer courses and value added courses that cover a wide range of subject matter- including reading and language arts, mathematics, instructional technology, classroom management, science, and human factors. Being a teacher or educator is a constant learning experience. From teaching new methods or subjects to continually adapting to different students' abilities, the role of a teacher is consistently in flux. Furthermore, with technology playing a significant function in students' daily lives, there is a multitude of opportunities to turn useful technology into engaging classroom lessons.

Educators of DSCE are committed to the professional development of teachers and educators through classroom technology training sessions, curriculum integration, and lesson planning. By unveiling the potential of education technology and the proper methods in which it can be integrated, students and teachers alike will be able to rediscover their passion for learning while opening new avenues for achievement and success.

To sum up, through a holistic and heart-centred approach to mentoring, teacher resources, and professional development DSCE is committed to help student teachers to reach their full potential in life and career.

DSCE produces a conscious-minded teacher who are deeply attuned to the needs of every individual in the classroom. They believe in teaching and learning experiences that are meaningful, collaborative, creative, and

transformative.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.4.4	<p>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</p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : DVV has made the changes as Documents are insufficient in support of the claim.</p>																				
3.1.2	<p>Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</p> <p>3.1.2.1. Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>560000</td> <td>0</td> <td>16735</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>5.6</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has converted the value into lakhs and Audited income and expenditure certificate not found for 2017-18.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	0	560000	0	16735	0	2020-21	2019-20	2018-19	2017-18	2016-17	0	5.6	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	560000	0	16735	0																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	5.6	0	0	0																	
4.1.3	<p>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</p> <p>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>6.62</td> <td>43.52</td> <td>53.60</td> <td>27.96</td> <td>18.37</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2020-21	2019-20	2018-19	2017-18	2016-17	6.62	43.52	53.60	27.96	18.37										
2020-21	2019-20	2018-19	2017-18	2016-17																	
6.62	43.52	53.60	27.96	18.37																	

2020-21	2019-20	2018-19	2017-18	2016-17
6.62	43.52	41.02	27.96	18.37

Remark : DVV has made the changes as per EP-3.1

6.3.4

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

1. **Studio / Live studio**
2. **Content distribution system**
3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : DVV has made the changes as Documents are insufficient in support of the claim.

6.3.3

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

6.3.3.1. Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
13	07	4	02	01

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
09	04	02	01	00

Remark : DVV has excluded programs organized beyond the assessment period.

6.3.4

Percentage 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

6.3.4.1. Total 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 during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	34	07	0	17

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11	23	05	0	11

Remark : DVV has excluded repeated teachers.

6.5.4	<p>Institution engages in several quality initiatives such as</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has select B. Any 3 of the above s per shared report by HEI.</p>
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7.1.7	<p>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1.57077</td> <td>1.08438</td> <td>0.97638</td> <td>1.88724</td> <td>0.61248</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0.57</td> <td>1.08438</td> <td>0.81</td> <td>1.88724</td> <td>1.08</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per HEI clarification.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	1.57077	1.08438	0.97638	1.88724	0.61248	2020-21	2019-20	2018-19	2017-18	2016-17	0.57	1.08438	0.81	1.88724	1.08
2020-21	2019-20	2018-19	2017-18	2016-17																	
1.57077	1.08438	0.97638	1.88724	0.61248																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0.57	1.08438	0.81	1.88724	1.08																	

2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p>

2020-21	2019-20	2018-19	2017-18	2016-17
304	301	300	252	250

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
240	231	230	190	190

2.1 **Number of full time teachers year wise during the last five years..**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
23	25	25	23	24

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
17	15	15	15	15