



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

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

• Financial Status	Grants-in aid																														
• Name of the Affiliating University	Panjab University, Chandigarh																														
• Name of the IQAC Co-ordinator/Director	Dr. (Mrs.) Richa Sharma																														
• Phone No.	9888881173																														
• Alternate phone No.(IQAC)	01722603241																														
• Mobile (IQAC)	7589301710																														
• IQAC e-mail address	iqac36@gmail.com																														
• Alternate e-mail address (IQAC)	info@devsamaj.org																														
3.Website address	https://devsamaj.org/																														
• Web-link of the AQAR: (Previous Academic Year)	https://devsamaj.org/pdf/AOAR-2021-2022.pdf																														
4.Whether Academic Calendar prepared during the year?	Yes																														
• if yes, whether it is uploaded in the Institutional website Web link:	https://devsamaj.org/pdf/academic--calender-2022-2023.pdf																														
5.Accreditation Details																															
<table border="1"> <thead> <tr> <th>Cycle</th> <th>Grade</th> <th>CGPA</th> <th>Year of Accreditation</th> <th>Validity from</th> <th>Validity to</th> </tr> </thead> <tbody> <tr> <td>Cycle 1</td> <td>Four Star</td> <td>NIL</td> <td>2001</td> <td>22/03/2001</td> <td>21/03/2006</td> </tr> <tr> <td>Cycle 2</td> <td>A</td> <td>3.12</td> <td>2010</td> <td>26/03/2010</td> <td>25/03/2015</td> </tr> <tr> <td>Cycle 3</td> <td>A</td> <td>3.22</td> <td>2017</td> <td>02/05/2017</td> <td>01/05/2022</td> </tr> <tr> <td>Cycle 4</td> <td>A</td> <td>3.11</td> <td>2023</td> <td>17/01/2023</td> <td>16/01/2028</td> </tr> </tbody> </table>		Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to	Cycle 1	Four Star	NIL	2001	22/03/2001	21/03/2006	Cycle 2	A	3.12	2010	26/03/2010	25/03/2015	Cycle 3	A	3.22	2017	02/05/2017	01/05/2022	Cycle 4	A	3.11	2023	17/01/2023	16/01/2028
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Cycle 4	A	3.11	2023	17/01/2023	16/01/2028																										
6.Date of Establishment of IQAC	10/06/2006																														
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.																															

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Department of Science and Technology, U.T. Chandigarh	Visit to Science City	State Agency	29/06/2022	141000
Chandigarh State Aids Control Society	Red Ribbon Club	State Agency	29/07/2022	4000
Director Higher Education, U.T. Administration, Chandigarh	SVEEP Activities	State Agency	24/01/2023	4000
Panjab University, Chandigarh	National Seminar	DCDC	27/03/2023	22727
Panjab University, Chandigarh	Sports	State Agency	11/04/2023	60000

8. Whether composition of IQAC as per latest NAAC guidelines	Yes
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	05
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File

10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> • If yes, mention the amount 	
11. Significant contributions made by IQAC during the current year (maximum five bullets)	
<p>1. Implementation and awareness of of latest methodologies and techniques of teaching in the context of NEP-2020, through seminars and talks:- One-day National Seminar-cum-Workshop on "Future Directions in Inclusive Education in the context of NEP 2020" on 22.02.23 Workshop on "Skills and competencies for the 21st century Educators" on 31.05.2023 Seminar on the occasion of G20 SUMMIT on "Leveraging use of Digital Technologies in Education: Moving towards future skills through digital skilling" on 29.03.2023</p> <p>2. Enhancing Employability, Professional Skills, and ICT in Teaching and Learning through various value added courses especially:- Developing creative educational material (06.12.2022 to 23.12.2022) ICT Based Learning Resources (16-03-2023 to 21-04-2023) Incorporating art, drama and music in teaching (24-9-2022 to 6-10-2022)</p> <p>3. Breaking Barriers, Building Bridges: Empowering Girls for a Brighter Tomorrow PINK TURBAN CAMPAIGN- 9.11.2022 NATIONAL LEGAL LITERACY DAY 9th NOVEMBER, 2022 CELEBRATING INTERNATIONAL DAY OF GIRL CHILD 2022- 11.10.2022 NATIONAL GIRL CHILD 24TH JANUARY, 2023 (SAVE GIRL CHILD -POSTER MAKING COMPETITION)</p> <p>4. Placement of students:- Placement Drive on 01.10.2022 and Placement Drive and Alumni Meet 2 on 25.03.23</p> <p>5. Diwali Mela on 15.10.2022</p>	
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).	

Plan of Action	Achievements/Outcomes
Strategies for Academic Success & Teaching Innovation	<p>1. Experiential Learning strategies 2. Value Education 3. Implementation of latest methodologies and techniques of teaching in the context of NEP-2020. 4. Use of innovative ways of evaluation</p>
Initiating Certified Value Added courses : Enhancing Employability, Professional Skills, and ICT in Teaching and Learning	<p>1. Know your Personality (13-02-2023 to 5-03-2023) 2. Introduction to Music (03-12-2022 to 17-12-2022) 3. Developing creative educational material (06.12.2022 to 23.12.2022) 4. ICT Based Learning Resources (16-03-2023 to 21-04-2023) 5. Indian Folk Art (24-9-2022 to 6-10-2022) 6. Incorporating art, drama and music in teaching (24-9-2022 to 6-10-2022)</p>
Encourage and facilitate the students for self-study courses	<p>Students are oriented and motivated to get enrolled in self-study courses in tutorial periods. Library facilities and internet facilities are provided in the college for pursuing self-study courses.</p>
Promotion of a multi-modal approach to teaching and learning and encouraging teacher- student engagement by advocating for the integration of ICT in teaching and learning environments	<p>One-day National Seminar-cum-Workshop on "Future Directions in Inclusive Education in the context of NEP 2020" on 22.02.23 Interactive Talk on "Computer Vision Syndrome - COVID Era Perspectives" on 04.03.23 Seminar on G20 SUMMIT on "Leveraging use of Digital Technologies in Education: Moving towards future skills through digital skilling" on 29.03.23</p>
Organize Awareness programmes to	<p>1. Visit to SOREM on 18th July</p>

<p>familiarize the students with the diversities in school systems at national and international level</p>	<p>2022 2. Eye and Organ Donation Awareness Programme on 26th August 2022 3. Interactive talk on psychological wellbeing (international mental health day) on 10th October 2022 4. Visit to SOREM on 3rd November 2022 5. Visit to Institute for Blind on 18th November 2022 6. World disability day on 3rd December 2022 7. Future Directions in Inclusive Education on 22nd February, 2023 8. Visit to GRIID on 3rd March, .2023</p>
<p>Exposure to students about recent developments in the field of education</p>	<p>How to crack UGC NET JRF in the first attempt on 04.11.2022 Communication Skills and Overseas Opportunities on 18.05.2023 Workshop on "Skills and competencies for the 21st century Educators" on 31.05.2023</p>
<p>Nurture creativity innovativeness and competencies among students through specially designed activities</p>	<p>Participation in various competitions and responsibilities performed by students in different events such as: World Population Day on July 11th, 2022; Independence Day celebration on August 15th, 2022; National Nutrition Week from September 1st to 7th, 2022; VADA Club - poster making, essay writing, and elocution competition on September 24th, 2022; World Science Day for Peace and Development on November 10th, 2022; Diwali Mela on October 15th, 2022; National Science Day on February 28th, 2023; Celebration of World Wildlife Day on March 3rd, 2023; and Water Conservation for a Sustainable Climate on March 30th, 2023.</p>

Strengthen research capacity of faculty and students	Workshop conducted by Dr. Rohit Bhandari on "How to write a Research Paper" on 16.11.2022 Workshop conducted by Mrs. Manjeet Kaur on "How to conduct a survey" on 17.10.2022
Strengthen community outreach and students' participation in national priority programmes and sensitize students to social issues, gender Equity and Environmental consciousness and sustainability	World Bicycle Day - 2nd June 2022 World Environment Day - 4th June 2022 Awareness Talk about
Linkages and MOUs with other organizations to facilitate faculty and students exchange activities	MoUs Signed: • Sukh Foundation • Yuvsatta • Dev Samaj College for Women Sector 45, Chandigarh • Olympics for Humanity Alliance Inc. USA • Chandigarh Block Printing Boutique • Ashram Gandhi Puri, Indonesia • SCERT, Punjab Government • Organic Sharing Foundation • ICMR centre for Innovation and Bio Design PGIMER • Hamari Kaksha • GMSSS, Dhanas, • London School of Management Education (London Borough of Redbridge, UK) • AADI Career Guidance & Counselling • Planet Psychology • Liberty Hospital, Mohali • Akal College of Education, Eternal University, Baru Sahib
Placement of students	Placement Drive on 01.10.2022 Placement Drive and Alumni Meet 2 on 25.03.23
Role of Alumni in the development of the institution	• Mr. Akash Deep Slahu, Counselling Psychologist, Executive associate in Grey Shades Organization acted as resource person for the webinar on "Drug Abuse: Awareness and Management" on 04.08.2022 • Motivation lecture by Ms.

	<p>Vandana Bhanot, PGT, DAV school sec 8, Chandigarh on 02.09.2022</p> <ul style="list-style-type: none"> • Mrs. Seema Rani , National Awardee,Principal, GMSSS Dhanas acted as Chief guest for Alumni Meet -2022', on 10.09.2022 • Dr. Aakash, a specialised therapist, acted as resource person for Awareness Talk -Mental Health during NSS Camp • Ms. Gudia, Ms. Pinki, Ms. Asmita, Ms. Jyoti Goyal, Ms. Rani, and Ms. Jasjeev Pal Kaur acted as resource persons for HastKala Workshop on 14.03.2023. • Dr. Anuradha Sekhri, Associate Professor, Institute for Development and Communication , Panjab university Research Centre acted as resource person for the seminar on the occasion of G20 SUMMIT on "Leveraging use of Digital Technologies in Education: Moving towards future skills through digital skilling" on 29.03.2023
<p>Role of IQAC for institutionalizing the quality assurance strategies</p>	<p>Regular meetings of IQAC with faculty members for enhancement of quality in teaching learning process, Academic and financial audit, feedback is taken from stakeholders.</p>
<p>Promotion of human values, cultural values and professional Ethics through vision and mission of the institute</p>	<p>Orientation week for freshers of the new session (24.09.2022 to 30.09.2022) Orientation of faculty members by the Principal regarding PLOs and CLOs of different courses Orientation of students regarding the objectives and outcomes for pre-internship (15days) and internship (B.Ed. III semester) programmes Celebration of days (Animate, Inanimate, Plant and</p>

	<p>Animal kingdom) as propagated by the Dev Samaj Celebration of days of national and international importance Moral Education classes taken by the Principal pf the college as per Time table Moral Education Sabhas conducted by the Chairman of the College Indian Folk Art (24-9-2022 to 6-10-2022) Incorporating art, drama and music in teaching (24-9-2022 to 6-10-2022) Diwali Mela on 15.10.2022 Hastkala Workshop on 14.03.2023 Youth Festival activities</p>
<p>Professional development programmes for teachers and administrative staff</p>	<p>Interactive Talk on "Yoga for wellbeing" on 13.06.2023. One-day National Seminar-cum-Workshop on 'Future Directions in Inclusive Education in the context of NEP 2020 on 22.09.2023 Interactive Talk on "Computer Vision Syndrome - COVID Era Perspectives" on 04.03.23 Seminar on the occasion of G20 SUMMIT on "Leveraging use of Digital Technologies in Education: Moving towards future skills through digital skilling" on 29.03.2023</p>
<p>Catering individual learning needs.</p>	<p>Remedial and enrichment classes implemented in a structured manner, focusing on personalized learning, targeted interventions, and continuous assessment. Regular tutoring in tutorial periods by the assigned mentored Workshop on IEP by Dr. Jasveer Chahal on 18.08.2022</p>
<p>13. Whether the AQAR was placed before statutory body?</p>	<p>Yes</p>
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
Dev Samaj Managing Council	04/04/2024

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	26/02/2024

15. Multidisciplinary / interdisciplinary

The college being affiliated to Panjab University has to adhere to the prescribed curriculum of all the courses. But to provide students an interdisciplinary and multidisciplinary exposure the methodologies used to teach the curriculum tries to incorporate various interdisciplinary approaches. Various examples and illustrations used to explain different subjects of education are taken from all faculties like, Science , Arts and Commerce. Moreover the B.Ed and M.Ed students are from different streams are also encouraged to give examples, develop blue prints, various assessment tools from different streams which give the students a practical application of how to use these educational tools multidisciplinary. Moreover when groups are formed in the classes for different class works and assignments, the efforts are made to ensure that each group has a representation of different streams so as to expose the students to interdisciplinary usage. Sometimes some competitions are conducted for the purpose e.g. a completion on lesson delivery was conducted where every subject intern had to correlate the lesson with environment. So the focus of the college is on using various interdisciplinary and multidisciplinary approaches of teaching.

16. Academic bank of credits (ABC):

All the B.Ed and M.Ed students have registered themselves on the portal of ABC Academic Bank of Credits. This is a great start for our students to have a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. It will enable students to open their accounts and give multiple options for entering and leaving colleges or universities. ABC provides the students with a motivation also to equip themselves with better options to enrich their bank like a bank account which encourages us to maintain a good balance.

17. Skill development:

Skill development is the primary focus of the college for our

teacher trainees who are going to mould the future of this country .To hone their teaching skills, every effort is made to develop their related skills like Use of ICT, Communication Skills and various Soft skills. The B.Ed Curriculum also has a skill development component, which caters to developing their resume writing, communication skills and interview facing skills. But the college goes beyond the curriculum to develop various other skills like brochure making, animation, using ICT for various purposes. For this they are assigned duties in rotation to prepare brochures for various college events, managing ICT use also for different events, participating in various inter college competitions. Youth festival is another very important feature of the college where college authorities engage the professionals to train the students various skills such as theatre , Art, music, Debates and various heritage skills like Pakhi and Peerhi weaving, embroideries, Naala making and clay Modelling. Students not only learn all possible skills but also bring laurel to the college in various categories.

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

The education curriculum itself is rooted in Indian culture and Knowledge system where concept of education starts with ancient Indian education and discussion of various features of Brahmanic education. The students develop great thoughts of education from the basic philosophy of Indian education. The college makes best efforts to keep students rooted in their culture and basic Indian knowledge system by organizing variety of events and seminars throughout the year and arranging interactions with such people and institutes who can further this objective. The highlight of such events was arranging interaction with Ayurvedic doctors who made the students aware about our traditional system of medicine . These doctors organized a health camp in the college on 26.05.2023, for the benefit of teachers and students.

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

Being a teacher Education Institution, the key motto is to produce well trained teachers capable to meet the demands of the contemporary education system. To fulfil this responsibility, the institution offers opportunities to prospective teachers/counsellors to keep their knowledge updated by organizing awareness programmes on recent educational policies. The institution organized webinars after the announcement of NEP 2020. On 06.08.2021, the college in collaboration with Yuvsatta -An NGO, Government Model Sr. Sec. School, village Dhanas, # ARUSHI- a Bhopal based organization working to empower 49 marginalised disabled students initiated a

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

20.Distance education/online education:

The IGNOU Study Centre for Education was established in the college in the year 2013. Through its imposing infrastructure the centre extends its excellent facilities and renders effective support services. These include a well-equipped Library, a Computer Lab etc. The method of instruction includes printed study material, assignments, video and audio content on selected topics. The college was adjudged Best Study Centre twice.

The MOOC Studio has been established in the college to develop MOOC and value-added courses for different areas/subjects. The students are also given the opportunity to get their best lessons recorded in the MOOC studio to facilitate the online teaching learning process. Students upload their assignments in google classroom for different subjects. Experts from different disciplines deliver lectures on contemporary issues in webinars organised frequently. The students are taught by highly qualified and experienced faculty which is actively engaged in academic research and advancement of knowledge.

Extended Profile

1.Student

2.1	294
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Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2	240
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	79+ 10 (EWS)
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	181
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	167
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	191
Number of students enrolled during the year	
File Description	Documents
Data Template	View File
2.Institution	
4.1	10699063.24
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	25
Total number of computers on campus for academic purposes	

3. Teacher	
5.1 Number of full-time teachers during the year:	26
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	26
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Dev Samaj College of Education, affiliated with Panjab University, Chandigarh, prioritizes academic excellence through various strategies. The institution actively participates in curriculum revision workshops and Board of Studies meetings, aligning with Panjab University's curriculum. Academic planning is enhanced through induction meetings and daily planners maintained by staff. National/state-level workshops focus on curriculum updates for a global context.</p> <p>The faculty contributes to national education policies, emphasizing teacher education. Educational tours provide practical knowledge supplementation, while workshops, featuring subject experts, enhance lesson planning with modern methods. Diverse resource persons contribute to the latest evaluation techniques. Value education is integral, with weekly moral education classes.</p> <p>Embracing technology, the college mandates ICT-enabled lesson plans, e-content creation, and assessments. Upgraded ICT and Language labs facilitate technical and soft skills training. Students are exposed to technology through modern methodologies, online courses, MOOCs, smart boards, and E-beam technology. Expert-led workshops cover life skills such as body language, IQ, EQ, SQ, communication, personality</p>	

development, stress management, leadership, interviews, public speaking, resume writing, time management, and organizational skills.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
Any other relevant information	No File Uploaded

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

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course

A. All of the Above

**Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution
Prospectus Student induction programme
Orientation programme for teachers**

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://devsamaj.org/pdf/final-plo's-and-clo's.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

B.Ed semII (3/13), B.Ed semIV (4), M.Ed semII (2), M.Ed semIV (3)

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://devsamaj.org/bed-scheme-syllabi-and-courses-of-study.php , https://devsamaj.org/med-scheme-syllabi-and-courses-of-study.php

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

6

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

6

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded

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

216

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

216

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	No File Uploaded

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

5

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

5

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

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

The primary goal of teacher educators is to impart rich, value-based education to student teachers, fostering character building and a commitment to a life of learning and service. The college emphasizes the development of critical capacities through research-based assignments and projects to enhance teaching skills. The focus is on producing competent teachers with theoretical knowledge, practical skills, and a commitment to improving education quality.

The curriculum exposes students to diverse cultures and people through seminars, workshops, youth festivals, and club activities, aiming to bring harmony to various "kingdoms" of life. Craft subjects enhance aesthetic sense and vocational competence. The institution provides well-resourced infrastructure and acquaints students with the impact of globalization on education.

Moreover, the college prepares students for emerging needs, including exposure to technology through methodologies like PowerPoint presentations, access to online courses, smart boards, and E-beam technology. Soft skills training encompasses self-esteem development, body language mastery, IQ, EQ, social intelligence, communication, personality development, and stress management. The curriculum ensures a coherent understanding of teacher education, procedural knowledge for different school levels, and the application of acquired competencies, including emotional

intelligence, critical thinking, negotiation, communication, and collaboration skills.

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

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

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

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The two-year B.Ed. course includes a structured internship program divided into two pre-internship sessions of 15 days each during the first and second semesters, followed by a full third-semester program. Before engaging in practice teaching, prospective teachers undergo simulated teaching, receiving feedback from peers and subject teachers. The college emphasizes classroom exposure to refine teaching skills. Community service is integral, fostering respect and unity. Various clubs, such as Legal Awareness, Environment, Red Ribbon, Music, and Press, promote social responsibility.

The college prioritizes career guidance, offering training in resume writing, life skills, and interview preparation. An annual placement drive connects students with premier institutions. Following NCF (2005) recommendations, the college focuses on environmental conservation, incorporating environment education and gardening into the curriculum. An active environment club, along with initiatives like Herbal garden, rain harvesting, solar plant, and e-waste segregation, contributes to ecological awareness. The institution ensures a well-resourced infrastructure with a clean, warm, and attractive ambience.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	All of the above
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File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed and action taken
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File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

191

2.1.1.1 - Number of students enrolled during the year

191

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

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

24

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

24

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

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

4

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

4

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

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

The college conducts entry behavior tests before each semester to assess students' learning levels across subjects. Teachers then implement tailored teaching methodologies to meet diverse student needs, blending traditional and technological approaches for engaging learning experiences. Additional resources, both print and online, are provided to enhance subject understanding. A bilingual approach fosters inclusivity in explanations and discussions, ensuring all students progress uniformly.

Personal, academic, and career counseling is offered regularly, with assignments and group projects evaluated consistently. Cooperative and assistive learning through group activities cultivates teamwork, leadership, and interpersonal skills. Faculty assesses student capabilities informally, encouraging participation in various academic and co-curricular events. Advanced learners benefit from add-on courses, expert lectures, and library resources, while achievers receive recognition and support.

Fee concessions are available for economically disadvantaged students, promoting accessibility to quality education.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	One of the above
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

20:1

2.2.4.1 - Number of mentors in the Institution

17

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

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

Blended learning empowers students to take ownership of their learning, with teachers guiding them in a discovery-based setting where students choose their learning pace.

Adaptive learning utilizes technology to gather student data and provide instant feedback, allowing for personalized learning and adaptable lesson plans.

Project-Based Learning encourages real-world problem-solving, developing skills like research, critical thinking, and cooperation through active learning.

In a Flipped Classroom, traditional lectures are replaced with active learning tasks, emphasizing application and problem-solving skills during class time.

Small-group learning enhances collaboration and critical thinking as students work together towards common goals, applying course concepts to real-world scenarios.

Guided Instructions involve teachers assigning group tasks, actively monitoring progress, and providing guidance, fostering interactive and engaging learning experiences.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	View File

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

12

File Description	Documents
Data as per Data Template	View File
Link to LMS	<p> https://classroom.google.com/c/NTA40TOyNjE5ODIx?cjc=lmdj64k https://classroom.google.com/c/NTIzMjM2NDc3MDk0?cjc=izw6c5l https://drive.google.com/drive/folders/1RR88lMss4FxAECawTzNhhfoB2dxnnHRa_i8iGTrqxiYnwfiI3XTEsuIRx3kP-JW0dwmC5eLku https://classroom.google.com/c/NDUxNDg3Njg5Mzgy?cjc=uompe2i https://classroom.google.com/c/NDUyMjM1OTU4NDY3?cjc=cdbwinl https://meet.google.com/oaz-myce-das https://meet.google.com/mcp-nero-esp https://classroom.google.com/c/NDg1ODE2NzQxOTMz?cjc=37f7hpg https://meet.google.com/pbz-zmrn-rqq https://meet.google.com/pbz-zmrn-rqq https://meet.google.com/pbz-zmrn-rqq https://meet.google.com/pbz-zmrn-rqq https://meet.google.com/esj-wzzv-dtt https://meet.google.com/get-ucid-iwm https://meet.google.com/sbs-ikrs-gmg https://meet.google.com/asd-gsdj-xux https://meet.google.com/pzq-uozx-ntu https://meet.google.com/swf-oodt-bbe https://classroom.google.com/c/NDU1ODUxMzYwNDgx?cjc=onluyxc https://classroom.google.com/c/NDU1ODUzMDg5MTY5?cjc=am2n537 https://classroom.google.com/c/NDUxMjQ3Njg5NTMy?cjc=7ax7zio https://classroom.google.com/c/Mzk1MDEyNjk4ODAw?cjc=g525tkx https://classroom.google.com/c/NDg1NzYzMjIxMDY0?cjc=kotlaqd https://classroom.google.com/c/NDMyODA3NjI4NDIz?cjc=jvfkjnl https://meet.google.com/dqq-bmbe-dmy https://classroom.google.com/c/NTA3OTA1MDYzODgx (posted no material) https://classroom.google.com/c/NTA0MDYxMDMyNjgz https://classroom.google.com/c/NTA0MDYxMzE3NTAy https://classroom.google.com/c/NDg0MDEzNTk4NDM4 https://classroom.google.com/c/NDU2NDMzODc3NjQ4 https://classroom.google.com/c/NDUxNDg1MDU2OTM0 </p>
Any other relevant information	No File Uploaded

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year**295**

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	No File Uploaded

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	https://classroom.google.com/c/NTc5NzU2MTA0MDcx?cjc=gxticvm https://classroom.google.com/c/NTc5NzU0MzAxMTE2?cjc=f5njadg https://kahoot.it/challenge/05595095?challenge-id=d7a44731-eee7-4172-88bd-cb3116591b8d_1671541468367 https://kahoot.it/challenge/04466654?challenge-id=d7a44731-eee7-4172-88bd-cb3116591b8d_1671541540726 , https://docs.google.com/forms/d/iemWF1XH4 https://classroom.google.com/INTA4MZA5MZK4MTMO?Cjk=40gKn6v , https://classroom.google.com/c/INTA4MZA5MIK4MTMO?cjc=40ghn6v https://docs.google.com/form/d/lwo-4cvrfptwsafpti6a4929calsc9nyzbnsz
Any other relevant information	No File Uploaded

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

The Mentor-Mentee system at the college plays a crucial role in the professional development of future teachers. It aims to bridge the gap between students and mentors, providing support and guidance throughout their academic and professional journey. A qualified counselor offers personal counseling, while mentorship aids in seeking professional advice, improving academics, and nurturing talents.

Regular dialogue and record-keeping between mentors and mentees ensure accountability and track students' achievements. Mentors offer tips on various aspects such as career choices, exam success, and college processes. The system has proven successful, fostering

harmonious learner-teacher relationships and mutual trust.

Mentees maintain student diaries, tracking achievements and post-college endeavors. The system also helps identify exceptional performers and those needing academic support, organizing enrichment classes and remedial teaching accordingly. Mentors monitor attendance, address behavioral issues, and maintain parental engagement through unique celebrations like "Maat-Pita Santaan Diwas."

Mentees are required to attend regular meetings and maintain records of their academic and extracurricular activities. Confidentiality is maintained unless external assistance is necessary, ensuring a supportive and confidential mentor-mentee relationship.

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

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

Five/Six of the above

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

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

Case Study 1: Ngawang Choeying, a B.Ed student of our college, faced cultural and language barriers initially. Through counseling and encouragement from faculty and the college counselor, she overcame her hesitations and participated in various college activities. Leveraging her strength in sports, she actively engaged in sports meets, which positively transformed her, enhancing her effectiveness as a teacher-in-training. She embraced the North Indian culture and developed friendships, showcasing personal and professional growth.

Case Study 2: Dimpri, another B.Ed student, initially struggled with linguistic and cultural differences. With guidance from teachers and college officials, she overcame hesitations and participated in remedial classes and various activities, including sports events and communication skill development. These experiences facilitated positive changes, enhancing her effectiveness as a future teacher and engaging her in community initiatives.

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

2.4 - Competency and Skill Development

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

All of the above

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

<p>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</p>	<p>Ten/All of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 860 542 922">File Description</th> <th data-bbox="552 860 1471 922">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 922 542 985">Data as per Data Template</td> <td data-bbox="552 922 1471 985">View File</td> </tr> <tr> <td data-bbox="86 985 542 1093">Reports and photographs / videos of the activities</td> <td data-bbox="552 985 1471 1093">View File</td> </tr> <tr> <td data-bbox="86 1093 542 1236">Attendance sheets of the workshops / activities with seal and signature of the Principal</td> <td data-bbox="552 1093 1471 1236">View File</td> </tr> <tr> <td data-bbox="86 1236 542 1335">Documentary evidence in support of each selected activity</td> <td data-bbox="552 1236 1471 1335">View File</td> </tr> <tr> <td data-bbox="86 1335 542 1406">Any other relevant information</td> <td data-bbox="552 1335 1471 1406">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Reports and photographs / videos of the activities	View File	Attendance sheets of the workshops / activities with seal and signature of the Principal	View File	Documentary evidence in support of each selected activity	View File	Any other relevant information	No File Uploaded	
File Description	Documents												
Data as per Data Template	View File												
Reports and photographs / videos of the activities	View File												
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File												
Documentary evidence in support of each selected activity	View File												
Any other relevant information	No File Uploaded												
<p>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	<p>All of the above</p>												

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	All of the above
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File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above
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File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	All of the above
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File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

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

The internship program at Dev Samaj College of Education is meticulously structured to be an integral part of the Teacher Training Program, ensuring students are disciplined, regular, and compliant with school regulations. Divided into three phases, each phase contributes uniquely to the students' development:

1. Pre-Internship 'Observation of Rural Schools' (First Semester): This phase lasts for two weeks and familiarizes students with rural school environments, including government and government-aided schools. A group of 10 to 12 students is placed in each school, supervised by a teacher from the college. Students maintain a 'School Observation Booklet' to analyze various aspects of the school.

2. Pre-Internship 'Observation of Urban Schools' (Second Semester): Similar to the rural phase, students spend two weeks in urban schools, observing and analyzing aspects like teaching-learning processes, infrastructure, co-curricular activities, and evaluation procedures.

3. Practice Teaching' (Third Semester): This phase spans 16 weeks and is the practical teaching segment. Students are trained to write and demonstrate different types of lesson plans, participate in simulated teaching practices, and engage in teaching a minimum of 60 lessons per subject. Mentor teachers from selected schools guide and assess students' performance during this phase.

Throughout these phases, mentor teachers and supervisors from the college and selected schools play pivotal roles in guiding, evaluating, and providing support to student teachers. Parameters

for evaluation include lesson plan preparation, teaching demonstrations, participation in school activities, and post-practice evaluation, ensuring a comprehensive assessment of students' teaching skills and overall development.

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

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

2.4.9.1 - Number of final year students during the academic year

101

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Nine/All of the above

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

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

The monitoring and mentoring system during the internship program at Dev Samaj College of Education is comprehensive and proactive. Each school is assigned a dedicated teacher who acts as a liaison between the college, school principal, mentors, and interns. This teacher maintains regular communication with the school, conducts intermittent visits, and stays informed about interns' performance through feedback from school mentors.

Additionally, student leaders within the intern group assist in managing schedules, addressing challenges, and keeping both college and school teachers updated. Beforehand, interns receive training on planning and conducting activities, and school principals ensure subject teachers are present during intern-led classes to offer support and feedback, enhancing the interns' teaching-learning process and professional growth.

Subject teachers collaborate with interns by providing materials, developing teaching aids, and organizing various activities like rallies and seminars on social issues. Interns actively participate in morning assemblies, parent-teacher meetings, and provide counseling and support to students facing academic or personal challenges, promoting inclusivity and understanding of diverse student needs.

Furthermore, interns engage in examination-related tasks, assisting in exam duties, question paper preparation, and seating arrangements, gaining practical experience in school operations. The

internship program's robust mentoring and monitoring mechanisms ensure interns receive holistic exposure to school environments and functions, contributing to their overall development as future educators.

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

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

All of the above

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

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

Five of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

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

26

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

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

17

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

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

376.5

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

376.5

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

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

colleagues and with other institutions on policies and regulations

Teachers continuously participate in a variety of professional development activities such as seminars, conferences, workshops, and online and offline programs. They not only attend these events but also organize workshops and seminars for both students and fellow teachers, covering topics like the "One-day National Seminar-cum-Workshop on 'Future Directions in Inclusive Education in the context of NEP 2020" on 22.2.2023 and "Leveraging use of Digital Technologies in Education: Moving towards future skills through digital skilling" on 29.3.2023 . They are frequently invited to forums where they present papers, chair sessions, and deliver expert lectures. These experiences contribute to their professional growth. Many teachers also engage in writing books, articles, papers for journals, and even contributing chapters to books. They actively utilize online libraries like the National Digital Library, benefiting both themselves and their students. Their institutions subscribe to various online journals, providing teachers with the latest information. Additionally, teachers regularly visit physical libraries to stay updated on educational trends. They are constantly learning and exploring different digital technologies to enhance online teaching and expand learning opportunities for students and themselves. The teachers at Dev Samaj College of Education exert their utmost efforts to foster their professional growth. By implementing advances in professional education, they bring benefits to both teachers and students.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

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

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

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

1. Evaluation methods followed for internal assessment include written tests, presentations, assignments, etc.
2. Attendance which is part of the internal assessment is updated regularly and displayed on the college notice board.
3. During the year 2022-23, internal assessment evaluation proformas were circulated to the faculty who had filled them on the basis of the sessional work submitted by the students to their respective subject teachers, class participation, attendance, student seminars, assignments and projects.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

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

Five of the above

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

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

Examination Committee of Dev Samaj College of Education comprises of a senior teacher as convener and other teaching and non-teaching staff as members with an objective to handle the issues regarding the examination grievances. The college strictly follows the guidelines of the affiliating university for both internal assessments and semester-end exams. Faculty members inform students about assessment components at the semester's start, and internal assessment schedules align with university guidelines. Mid-Semester Tests (MSTs) are planned and communicated early, with seating arrangements followed during evaluations. Answer scripts are returned for student review and clarifications from subject faculty. Transparency is prioritized using Panjab University's assessment criteria, fostering trust between faculty and students. Assessment reports are shared and displayed openly for immediate grievance redressal. University-related grievances, such as question paper issues or result queries, are addressed promptly, guiding students through revaluation processes if needed. The committee handles practical/theory exam grievances, consulting with the principal and escalating to the University if necessary, ensuring a fair and accountable examination process.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe

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

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

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

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

2.7 - Student Performance and Learning Outcomes

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

The learning outcomes at the college align closely with its vision, mission, and objectives, emphasizing holistic education and practical application of knowledge. These outcomes, including Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs), are in line with Panjab University's syllabi.

Communication of these outcomes is extensive, from the college prospectus to boards, magazines, and publications during events. They are discussed in orientations, alumni meets, and classroom sessions, ensuring students and faculty understand and work towards

them. Parents are also briefed on value-added courses' outcomes.

Teachers are empowered through workshops, seminars, and curriculum revisions to meet these outcomes effectively. Many faculty members contribute to academic literature, enhancing their expertise. The involvement of principal and faculty in curriculum committees further refines outcomes to meet evolving educational needs.

Engagement with successful alumni enhances understanding of how courses shape careers, motivating current students towards achieving specified outcomes effectively.

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

2.7.2 - Pass percentage of Students during the year

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

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

The college employs a systematic approach to monitor students' progress and cultivate professional and personal attributes aligned with Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs). This includes fostering innovative teaching methods and staying updated with the latest strategies in education.

Monitoring Cognitive Attributes: - Regular assessments like class tests, snap tests, and semester-end exams are utilized to enhance learning outcomes. - These assessments directly align with teaching goals and provide immediate feedback for individual student progress.

Monitoring Professional Attributes: - The college emphasizes professional development through practices like the "Honesty Corner" to instill honesty and accountability. - House tests without invigilators encourage responsibility and self-discipline among students. - Assigning responsibilities and promoting collaborative tasks prepare students for leadership roles and teamwork, closely monitored by teachers and mentors.

This continuous monitoring ensures students' growth in both cognitive and professional domains, equipping them with essential skills for their future roles as educators.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

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

B.Ed (197) M.Ed (19) PGDGC(36) PGDCGFC (38)

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

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

The Institution rigorously evaluates students' performance to gauge the achievement of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). This evaluation involves diverse

methods such as university exams, terminal assessments, internal assignments, unit tests, surprise tests, and open book tests.

Faculty continuously monitors students' progress on each outcome and provides remedial coaching as needed to ensure all students maintain the desired pace of learning. On average, students achieve over 70% marks in both external and internal assessments, including theory and practical components.

Evaluation methods include: 1. End Semester University Examination: Conducted by the affiliating University, these exams directly assess program outcomes aligned with course attainment levels. 2. Internal and External Assessment: Internal assignments reflect program outcomes, while external assessment for practical exams is conducted by external experts appointed by the University. 3. Feedback Evaluation: Feedback from students, alumni, employers, and parents helps measure attainment against objectives and assesses the impact of the teaching-learning process on achieving outcomes at various levels—from program to syllabus outcomes.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://devsamaj.org/pdf/student-satisfaction-survey-2022-2023.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

Three of the above

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	View File
Any other relevant information	View File

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think

All of the above

tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	View File
Any other relevant information	No File Uploaded

3.2 - Research Publications

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

23

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

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

04

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
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	View File
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

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

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

57

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

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

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

3382

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

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

1150

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

1150

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

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

Our college places great emphasis on community service, actively engaging students through committees and clubs. We lead awareness campaigns on various issues, using street plays and interactive discussions to involve the community. Our students join in cleanliness drives, surveys, rallies, and skill-building projects for the village. We also arrange medical camps and advocate for eco-sustainability. Moreover, we prioritize offering quality education and nurturing holistic development in underprivileged children from our adopted village. Through our outreach, we foster leadership, empathy, and a service-driven ethos, strengthening ties between students and their communities. This outreach spans awareness

campaigns on gender sensitization, drug abuse, HIV/AIDS, adolescent girls' health, menstrual hygiene, discrimination, human and women's rights, and workplace harassment. These initiatives aim to sensitize both the community and our students, employing street plays, interactive discussions, and expert talks to address these crucial topics.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

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

03

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

3.4 - Collaboration and Linkages

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

27

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

27

File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	View File
Report of each linkage along with videos/photographs	View File
Any other relevant information	No File Uploaded

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

16

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

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

All of the above

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

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

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

The institution has adequate facilities for Teaching-Learning. The college campus has a total land area of about 4 acres. Built in Area is about 2.5 acres. The college has all the infrastructural facilities for admitting 200 B.Ed. students, 100 M.Ed. students, 40 students for P.G. Diploma in Guidance and Counselling and 40 students for P.G. Diploma in Child Guidance and Family Counselling. The College has 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 (2 nd Floor) 16. Physical Fitness Room 17. Music Room 18. Science and Maths Lab 19. Home Science Lab 20. Curriculum Lab 21. Language Lab 22. Psychology & Guidance Lab 23. Social Science Lab 24. Audio Visual Room 25. Workshop for preparation of Teaching Aids 26. NSS room 27. Guest House 28. Play grounds

29. Canteen 30. Warden residence 31. Garages for parking and storage 32. Placement Cell 33. Guidance & Counselling Cell 34. Grievance & Redressal Cell 35. Legal Literacy & Human Rights Club 36. Internship Cell 37. Apprenticeship Cell 38. Entrepreneurship and Innovation Cell

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

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

09

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://www.devsamaj.org/ict-enabled-class-rooms.php
Any other relevant information	View File

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

1879730

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

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

The college library operates with complete automation, utilizing Koha Software—an Open Source Integrated Library Management System. This software incorporates a comprehensive catalog module that enables library staff to capture detailed information about all library items. Through this module, library users can easily check the availability and status of items using various criteria such as author, title, subject, accession number, or editor. Staff and students have the ability to independently review the complete records of their book circulation (issues and returns) over time, using the provided username and password.

Additionally, the library employs an RFID (Radio Frequency Identification) system, offering an automated identification method. This system relies on non-contact wireless radio frequency signals, with information digitally embedded in RFID tags or smart labels.

Each book in the library is affixed with an RFID tag, and a security gate is installed at the library entrance. This implementation enhances book security, as books cannot be removed from the library without proper issuance from the library staff. The RFID system contributes to a more efficient and secure library environment.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.devsamaj.org/pdf/naac-library-services-for-website-1-1-converted.pdf
Any other relevant information	No File Uploaded

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

The college library subscribes to 11 e-journals, out of which 8 journals are international subscribed from Sage Publications. Also the library has purchased 30 e-books from Sage publications with perpetual access. In addition to this, the college library is a member of NLIST program of INFLIBNET, the membership of which is renewed on annual basis by the college library. NLIST has access to thousands of E- journals of different publishers and lakhs of e-books relating to different subjects. The teachers and students can have access to e-journals subscribed by the college library; e-books purchased by the college library and can have access to e-resources (e-journals and e-books) through NLIST program of INFLIBNET by becoming the member of NLIST program. The college website has the lists of M.Ed. dissertations of our college students as well as of students from other colleges and IGNOU students guided by our faculty members. The college website has also the list of Ph.D. theses available in the college library. All the stakeholders and research scholars from different universities and colleges from different states can check the titles of M.Ed. dissertations and Ph.D. theses available in the college library from the college website. They can also have access to all these resources offline, while visiting the college library physically on any working day just by giving an application in the library and marking their respective attendance in a separate register for special members available at the reception counter of the library.

File Description	Documents
Landing page of the remote access webpage	View File
Details of users and details of visits/downloads	View File
Any other relevant information	No File Uploaded

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

Two of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	No File Uploaded

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

43157

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

4.2.5 - Per day usage of library by teachers and students during the academic year

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

623

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://devsamaj.org/pdf/4252-certified-copies-of-ledger-2022-23.pdf
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

The college continually updates its computer facilities to meet evolving needs, especially with the integration of online classes during the Covid-19 pandemic. Gsuite accounts were issued to both teachers and students, providing ample space on Google drives. Currently, the institution boasts 44 computers, smart classrooms, 2 Interactive Flat Panel Displays (IFPD), and an iPad. A robust 30 MBPS internet connection spans the campus.

Teachers utilize available ICT resources to develop e-content modules and value-added courses. M.Ed. students leverage the computer lab and internet services for dissertation work, receiving training in SPSS and Excel for data analysis. Computer hours allow students access to the lab, extending to 4 pm to 5 pm for hostel residents. The tape recorder aids cultural programs and audio lesson preparation, while CDs are used for staff demonstrations.

Additionally, the college office maintains four computers for record-keeping, covering student and faculty details, accounts, correspondence, and official information. Scanners are employed for document and photo scanning for report writing. Computers are widely available in spaces like the library, various labs, staff room, IQAC room, counselor's room, facilitating diverse academic activities.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

224:25, i.e. 9:1 (B.Ed. and M.Ed.) 81:25, i.e. 3:1 (PGDGC and PGDCGFC)

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	No File Uploaded
Any other relevant information	No File Uploaded

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	View File

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit

Five or more of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://www.youtube.com/@devsamajcollegeofeducation5719 , https://www.youtube.com/@devsamajcollegeofeducation1780/playlists , https://www.youtube.com/@devsamajcollegeofeducation8442
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	https://devsamaj.org/e-content.php
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

8711727

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

The college has implemented comprehensive systems and protocols for the upkeep and utilization of its facilities. Regular maintenance and periodic replenishment of essential resources are conducted under the guidance of the College Advisory and Development Committee, as well as the Academic Committee, with the Principal serving as the Chairperson for both committees. The college has established robust systems and procedures, coupled with manpower monitoring, to ensure the proper maintenance and utilization of physical, academic, and support facilities, including laboratories, library, sports facilities, classrooms, seminar halls, and computers.

To maintain cleanliness and hygiene across the entire campus, including offices, laboratories, the library, and the hostel, dedicated staff has been employed. Regular maintenance of computers, LAN, internet, Wi-Fi, and other ICT facilities is a routine aspect of college operations. The college employs qualified staff for the maintenance of electrical and civil work. In response to power breakdowns and to provide a reliable power source, the college has installed Gensets and a solar system, which are technically managed by trained technicians.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support	
5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	All of the above
File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded
5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Nine or more of the above
File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of	A. All of the above

statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

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

Three of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
20	181

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

5.2.2 - Number of student progression to higher education during the academic year**5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).****24**

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)**42**

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

The college boasts a vibrant Student Council, providing students with a crucial platform for expression and participation in governance. Aimed at instilling leadership and responsibility, the council actively engages students in academic and administrative matters. The Class Representative (CR) system ensures representation at the class level, promoting efficiency and effectiveness through regular meetings. Elected democratically, council members, including President, Vice President, Secretary, Joint Secretary, and Class Representatives, undertake multifaceted responsibilities. Monthly meetings assess educational services and facilitate student-led initiatives such as domain-specific events, extracurricular activities, competitions, and expert talks. Club/Committee activities further empower students by honing communication, team management, leadership, and time/resource management skills.

Additionally, two council members actively participate in the Institutional Quality Assurance Cell (IQAC) and other committees, providing student input in decision-making. The election process adheres to Panjab University rules, ensuring transparency. The council's major activities encompass organizing college functions, maintaining discipline, acting as a liaison between faculty and students, addressing issues, and advocating for improvements. The Student Council stands as a dynamic entity that not only represents student concerns but also contributes significantly to the holistic development of each student.

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

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

10

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

5.4 - Alumni Engagement

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

The "Dev Angels Alumni Association" at DSCE Chandigarh, registered under the Societies Act XXI of 1860, serves as a robust support system for the institution. It focuses on motivating students and nurturing their talents. The association's activities encompass various crucial aspects:

1. The association supports alumni by facilitating campus placements, catering to the institute's placement needs, and ensuring students secure positions in esteemed institutions.
2. It provides comprehensive assistance, including resume writing,

preparation for written tests, group discussions, and interviews, ensuring students are well-prepared for successful career placements.

3. The association plays a pivotal role in counseling and guiding students towards successful career paths, bridging the gap between academic completion and entry into the teaching profession.

4. Throughout the year, the association organizes training activities to prepare prospective teachers for successful placements, coordinates career counseling sessions, and generates placement and training opportunities.

5. Students benefit from practical exposure through pre-internship and internship programs in government schools, supported by the association's training initiatives for job placements.

6. The association actively supports DSCE in conferences, workshops, and faculty development programs, contributing as organizers, trainers, and facilitators.

Overall, the "Dev Angels Alumni Association" plays a vital role in empowering students, enhancing their employability, and fostering a strong connection between alumni and the institution.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	View File
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

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

7

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

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

- The Alumnae association functions to support alumni of the institution in resume writing, written test, group discussion and interviews. It helps to cater to the needs of the institute in conducting campus placements.
- The Alumnae association provides all facilities for library usage, ICT facilities, research guidance for Ph.D. to the alumni members.
- Alumni members are invited to be the resource persons in seminars, webinars and workshops for teaching various skills to the present students.

- The Alumnae Association also coordinates various activities related to the career counselling of the students.
- The association is sensitized to contact its past students for their placements in premium institutions and maintains a close contact with its members through phone calls and WhatsApp groups.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Dev Samaj College of Education, established in 1981 focuses on Value-Based Education and is constantly striving day and night to impart quality education to meet global standards. The founder of Dev Samaj Society had the vision to ensure the holistic development of the students so that they could become useful citizens of society. The main focus is to facilitate learning through appropriate life skills and methodologies, and to develop their personalities into globally responsible citizens. 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 (till 31.03.2023) and succeeding officiating Principal Dr. Richa Sharma from 01.04.2023 till date. Dev Samaj Council has other members and patrons, which include teaching and non-teaching staff, educationists, students and stakeholders at large 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.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The institution follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. The Institution functions in a well-structured and defined manner to ensure participative management at all levels of decision-making. 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 composition of the student council is as follows:

- President
- Vice President
- Secretary
- Joint Secretary
- Class representatives of B.Ed.(1st year & 2nd year), M.Ed.(1st year & 2nd year), Post Graduate Diploma in Guidance & Counselling, Post Graduate Diploma in Child Guidance & Family Counselling are elected unanimously.

To promote decentralization and participatory management, the college has very well allocated different duties to respective teaching members and non-teaching members along with the student representatives in certain committees as per the requirement.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

The institution maintains complete transparency in all the areas. The details of teaching as well as non-teaching 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>. The 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. All the financial matters are scrutinized by one teaching faculty member, designated as Bursar selected on rotation. Information Brochure containing information regarding different committees, clubs along with names of teachers-incharge is displayed on the college website. The college strictly maintains transparency in the academic functions like displaying of the internal assessment of the students of different programmes in various subjects by displaying the internal assessment scores on the notice board before sending these to the Panjab University, Chandigarh. The college strictly maintains transparency in administrative functions also. All type of recruitments are strictly done by following the rules and regulations of Panjab University, Chandigarh/ Director Higher Education, Chandigarh Administration, Chandigarh/ Govt of India and The Dev Samaj Society.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully

implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

Breaking Barriers, Building Bridges: Empowering Girls for a Brighter Tomorrow

Recognizing the importance of empowering girls to achieve gender equality and social progress, the college has devised a comprehensive approach to foster an inclusive and empowering learning environment. The strategic plan focuses on various key areas, including education, mentorship, leadership, and community engagement, to empower girls and promote their holistic development. This strategic plan aims to equip girls with the necessary tools, skills, and opportunities to excel academically, professionally, and socially.

The vision of the strategic plan is to create a college environment that empowers girls to become confident, competent, and socially responsible leaders. Implement gender-responsive teaching practices and create inclusive learning environments that cater to the diverse needs of students. Organize regular seminars and workshops featuring accomplished women from various fields to inspire and guide the students. Integrate leadership training programs into the curriculum, providing girls with opportunities to develop their leadership skills and self-confidence. College provide financial support and scholarships to deserving girls to alleviate any financial barriers to education. Engage with the local community to raise awareness about the importance of girl empowerment and foster a supportive environment for girls beyond the college premises.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://devsamaj.org/pdf/Plan-of-Action-2022-2023.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The institution is a government aided college, functioning under the direct administrative control of Director Higher Education (DHE), U.T. Administration, Chandigarh. The DHE office issues a number of

instructions from time to time, prescribing rules, regulations and procedures in dealing with administrative and financial matters, for the over all supervision and smooth functioning of the college.

The college being affiliated to Panjab University, Chandigarh, follows itsrules and regulations, and adoptes its academic calendar.

The College's organizational structure encompasses the Management, Governing Body, Principal, teaching and non-teaching staff, and students. The Dev Samaj Managing Council, part of the Management, serves as the highest decision-making body, maintaining constant communication with the Principal for smooth institutional functioning.

Assisting the Principal are the convenors of various governing committees (teaching faculty) and the Non-Teaching Staff, including the Chief Administrative Officer, office Superintendent, Senior and Junior Office Assistants, and supporting staff. Committee meetings, conducted by Teachers-in-Charge (TIC), address curricular and extracurricular issues in staff meetings held periodically during each semester for effective program planning.

The Internal Quality Assurance Cell (IQAC) focuses on enhancing and sustaining quality goals, monitoring the institution's internal quality. Student Council meetings address student-related concerns and organization of extracurricular activities. The Library organization comprises Librarian, Assistant Librarian, Library clerks, and attendants.

File Description	Documents
Link to organogram on the institutional website	https://devsamaj.org/pdf/organogram-001-converted.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Activity of IQAC and Peace Club:

Desion taken: To organize the 3rd Glocal Children's Peace Fest-CPF2023 in collaboration with Antar Rashtriya Sahayog Parishad, New Delhi, Zee Media Pvt. Ltd., Department of Environment, UT Chandigarh Administration, Manav Rachna International School, Mohali, GPF-India, and Yuvsatta (an NGO). The Dev Samaj college of Education, premises were selected as the venue, providing an optimal environment for interaction and participation from diverse schools and colleges. The meeting also entailed the formulation of effective marketing and promotional strategies to enhance event participation and outreach.

Furthermore, the meeting addressed the technical intricacies of hosting, organizing, and executing CPF2023. Comprehensive discussions covered logistical and operational considerations, ensuring the seamless implementation of the festival. The decisions made during this meeting contributed to the successful execution of the event, fostering peace, unity, and creativity among participating children from various educational institutions. The utilization of Dev Samaj premises and the collaborative efforts of the managment, staff and studentsinvolved played a pivotal role in the triumphant outcome of the 3rd Glocal Children's Peace Fest.

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

6.3 - Faculty Empowerment Strategies

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

Various welfare measures are being practiced in the institution for teaching and non-teaching staff which are as followed. Welfare measures for teaching staff 1.Duty leave 2.Leave encashment 3. Gratuity 4.Group Insurance Policy 5.Permission for the Official Assignments to the teachers in India and Abroad 6.Financial support to the teachers for their professional growth 7.Provision of seed money to carry out research projects by teachers 8.Free health services(free medical check-ups and free consultation) 9.Maternity/paternity leave 10.EPFO 11. 20 Casual Leaves and 10 Medical Leaves 12. 12 Earned Leaves

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 6.Maternity/paternity leave 7.Leave encashment, 8.ESI 9.EPFO 10.Uniforms for supporting staff 11. 20 Casual Leaves and 10 Medical Leaves 12. 30 Earned Leaves

Support Facilities: The college provides canteen, staff cafeteria, grievance redressal cell, internal complaints committee, parking, clean drinking water, bank facilities, and accommodations for differently-abled individuals through lift, ramps and disabled friendly washrooms.

ICT Facilities: The college is fully Wi-Fi enabled with computer labs, a psychology lab, audio-visual lab, research center, and laptop/desktop facilities in the library and different laboratories.

Recreational Activities: Annual excursions, gymnasium facilities, sports day activities, and department rooms contribute to the physical and emotional well-being of both teaching and non-teaching

staff.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

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

03

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	View File
List of participants of each programme	View File
Any other relevant information	No File Uploaded

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

1

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

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

A strong performance management system is essential for enhancing the overall organizational performance of both teams and individuals, ensuring the successful realization of the organization's mission and vision. It plays a vital role in efficiently managing the organization. There is strong mechanism of performance appraisal of both teaching and non-teaching faculty through annual confidential report (ACF). Furthermore, at the conclusion of each semester, students are provided with feedback forms for the courses they have attended. These forms, in the format of questionnaires, gather information about the teacher and various aspects related to the teaching learning process. A team comprising the Head of the Department and a Senior Professor reviews the collected feedback forms from the students and proposes appropriate measures to enhance the teaching-learning process.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

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

The college has an effective mechanism for auditing the accounts. The college appoints a bursar and all vouchers are checked regularly. The expenses incurred under different heads are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the principal. The accounts of the college are audited by chartered accountant regularly as per the government and governing body rules. The auditor ensures that all payments are duly authorized after the audit. Any queries, in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits. The external audit (non-periodic) for the grants received from Government and non-Government Agencies is performed by Audit General U.T. Chandigarh. Apart from this there is an External Audit (periodic-annually) for the college is done by Mr. R. P. Mallic, a qualified C.A. All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels.

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

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)**12500**

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

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

Under Resource Mobilization Policy, the Institution has a transparent and well planned financial management system. The Resource mobilization policy focuses on achieving the goals of the institution ensuring accountability and transparency. The Management coordinates and monitors the optimal utilization of the funds. The main source of income for the institute is the fees collected from the students. The fee is collected as per the guidelines of the affiliated body of the college that is Panjab University. The mode of payment is through online and digital mode. Institute ensures the income generated is spent optimally in the institution itself. It is very important to create resources and utilizing them properly to achieve the vision and mission of the institute. It has a well defined resource mobilization policy framed by experts and approved by the board of management. Theresource mobilization includes financial resource, materialistic resource and human. It is the responsibility of institute to provide appropriate resources to concerned departments to achieve a prespecified requirement. The institution mobilize its funds by providing college building to various Govt and non- Govt agencies to conduct several All India Entrance Test/ Written Examinations/ P.U. Entrance Test s/ NITTR.

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

6.5 - Internal Quality Assurance System

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

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

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

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

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

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

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

44

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other

Four of the above

mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://devsamaj.org/pdf/IQAC-Meetings-2022-2023.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://devsamaj.org/pdf/AQAR-2021-2022.pdf http://devsamaj.org/pdf/AQAR%202020-2021.pdf , http://devsamaj.org/pdf/AQAR---2019-20.pdf , http://devsamaj.org/pdf/AQAR--2018-19.pdf , http://devsamaj.org/pdf/AQAR----2017-18-1.pdf , http://devsamaj.org/pdf/AQAR---2016-17.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

The Academic Cinemates initiative at Dev Samaj College of Education aims to empower prospective teachers by creating a repository of educational movies and documentaries. The objectives include showcasing films, facilitating discussions, conducting reviews, and

utilizing these resources to understand individual differences and psychology, thereby addressing student challenges. The initiative has proven successful as students share reflections, gain inspiration, and enhance their understanding of educational challenges. The action plan involves recommending movies to students and organizing discussion sessions.

On the administrative front, Dev Samaj College of Education integrates ICICI Bank Easy Pay ERP to streamline payment processes. This platform seamlessly integrates with the institution's ERP system, automates fee collection workflows, offers multiple payment channels, prioritizes security, provides comprehensive reporting, features a user-friendly interface, and comes with dedicated support. The advantages include efficient fee tracking, reduced effort in fee collection, diverse payment options for students and parents, enhanced security measures, insightful financial reporting, a user-friendly interface for administrators, and ongoing support from ICICI Bank. In summary, ICICI Bank Easy Pay ERP optimizes fee collection processes, improves efficiency, and contributes to an enhanced student experience at the college.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution's energy strategy is centered on two primary principles: energy preservation and the assimilation of alternative energy sources. In order to establish a sustainable and environmentally conscious campus, the institution has implemented diverse measures. Firstly, it has adopted renewable energy by installing a solar rooftop with a capacity of 100 KW, significantly boosting the total solar energy output on campus. This not only diminishes the institution's dependence on traditional energy sources but also contributes to a carbon-neutral campus. Secondly, the campus actively promotes energy conservation. Traditional lighting has been replaced with energy-efficient compact fluorescent

lamps (CFLs), reducing overall energy consumption. Additionally, the campus layout has been optimized to maximize natural daylight utilization, decreasing the reliance on artificial lighting during daylight hours. Faculty members play a vital role in energy-saving endeavors by ensuring that lights and fans are switched off when not in use. To cultivate a culture of energy consciousness and responsibility, students are actively engaged in the initiative. Student-created handmade posters are prominently displayed across the campus to raise awareness regarding the efficient use of energy. This approach aids in fostering a sense of ownership and dedication to energy conservation.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

Our college has implemented an efficient Waste Management Policy that addresses the proper disposal of various types of waste. The college adheres to the '5R' principles—reduce, reuse, recycle, recover, and regenerate—to minimize waste production and manage it effectively. Designated colored bins for dry and wet waste are provided, and the use of jute and cloth bags is encouraged.

Dry materials such as papers, files, plastic, and old furniture are sold to recycling agents to generate income. Wet waste, including kitchen and garden waste, is disposed of in designated dustbins and recycled into a compost pit, which undergoes periodic monitoring. An e-waste bin is available for the collection of electronic waste, and students are encouraged to submit their assignments digitally through methods such as pen drives, email, or Google Classrooms.

To address water wastage, staff and students are advised to minimize water usage by turning off running taps after use. Moreover, in the washrooms, sensor-operated taps that shut off automatically have been installed to prevent water wastage. Rainwater harvesting is actively promoted through NSS activities, with a dedicated pit in place to collect rainwater and replenish the groundwater table. The collected waste on campus is then recycled in accordance with the policies outlined by the Municipal Council and Chandigarh Administration.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File
7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	Three of the above
File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded
7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	All of the above
File Description	Documents
Income Expenditure statement highlighting the specific components	No File Uploaded
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words	
The college campus spans across 10,504.08 square meters and encompasses various facilities, including classrooms, labs,	

administrative blocks, hostels, residential areas, storage spaces, a mess, a canteen, and a basement. Additionally, the campus features open spaces with lawns, parking areas, a herbal garden, a kitchen garden, and walking passages.

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

Sustainability is a priority in the college mess and canteen, where steel utensils are used, and an emphasis is placed on incorporating seasonal vegetables and fruits. Kitchen waste recycling is facilitated through a compost pit. The college conducts various seminars and workshops on sustainable development to instill environmentally conscious practices among students and the community.

College events also play a role in promoting eco-friendly practices, including gifting saplings, using slides as backdrops, organizing environmental awareness programs and education initiatives, facilitating gardening work experience programs, and celebrating occasions such as Akshay Urja Diwas, Earth Day, Water Day, Environment Day, and Swachta Drive. The designated open area for greenery and environmental activities covers 4,481.55 square meters, contributing to a vibrant and eco-conscious campus environment.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	View File
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

294580

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

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

Nestled in the bustling heart of Chandigarh, the vibrant capital city of Punjab and Haryana states, stands the college, a beacon of educational excellence illuminating the landscape of the nation. Its strategic location imbues it with a multifaceted role, serving as a hub for a myriad of activities aimed at fostering community engagement, raising awareness, and promoting social responsibility.

From the spirited Celebration of World Environment Day to the verdant festivities of Van Mahotsav, the college pulsates with energy during its various events. Social awareness talks echo through its corridors, advocating for the cessation of plastic usage, while Anti Crackers Rallies resound with the call for a pollution-free environment.

Moreover, the college hosts competitions and drives dedicated to water conservation, inspiring students and community members alike to champion sustainability. Collaborating with diverse resources and departments, these initiatives exemplify the institution's commitment to holistic education, shaping conscientious citizens who are attuned to the needs of society and the environment.

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

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

A. All of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View File
Details of the Monitoring Committee, Professional ethics programmes, if any	View File
Any other relevant information	No File Uploaded

7.2 - Best Practices

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

Describe any two best practices successfully implemented by the institution as per NAAC format

Best Practice-I Title of the Practice: Teach Chandigarh

Teach Chandigarh is a unique voluntary teaching programme under which the passed out students of the college provide their free teaching service to the various Chandigarh government schools. This projects help the students provides opportunity to enhance their abilities and confidence, on the other hand, students also enjoy the service. Chandigarh Administration appreciated these unique efforts.

Best Practice-II Title of the Practice: Academic Cinemates "For empowering prospective teachers"

This has been established to showcase educational documentaries and movies to aware, empower and nurture the skills of understanding the psychology and the challenges faced by students.

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

7.3 - Institutional Distinctiveness

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

Teach Chandigarh is a distinctive and commendable voluntary teaching program initiated by our college. The program involves alumni who have graduated from our institution generously providing their time and expertise to teach in various government schools across Chandigarh. This unique initiative serves a dual purpose: while it offers valuable teaching assistance to the schools, it also offers a platform for our alumni to further develop their teaching skills and experiences.

The participating students, as beneficiaries of our institution's education, dedicate their time to impart their knowledge to students in Chandigarh government schools. This initiative not only benefits the young minds receiving quality education but also aids the alumni in enhancing their own abilities and self-assurance in a real-world teaching environment. The program is designed to foster a symbiotic relationship between past and present students, creating a strong sense of interconnectedness within the educational community.

The Chandigarh Administration has recognized and applauded these altruistic endeavors by our college.

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