



YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	DAV COLLEGE OF EDUCATION FOR WOMEN, AMRITSAR
• Name of the Head of the institution	DR. ANJU MEHTA
• Designation	OFFICIATING PRINCIPAL
• Does the institution function from its own campus?	Yes
• Alternate phone No.	8427922551
• Mobile No:	9888614320
• Registered e-mail ID (Principal)	mehta4951@yahoo.co.in
• Alternate Email ID	dav_educollege@yahoo.com
• Address	O/s Beri Gate, Amritsar
• City/Town	Amritsar
• State/UT	Punjab
• Pin Code	143001
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	GNDU				
• Name of the IQAC Co-ordinator/Director	Dr. Rumita Arora				
• Phone No.	9814056454				
• Alternate phone No.(IQAC)	8487922551				
• Mobile (IQAC)	9814056454				
• IQAC e-mail address	iqac.daveduasr@gmail.com				
• Alternate e-mail address (IQAC)	dav_educollege@yahoo.com				
3.Website address	https://daveducation.org/				
• Web-link of the AQAR: (Previous Academic Year)	https://daveducation.org/wp-content/uploads/2023/11/yearly-status-report-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://daveducation.org/wp-content/uploads/2023/12/Academic-Calendar-2022-2024.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	85	2007	10/02/2007	09/02/2012
Cycle 2	B++	2.92	2016	05/11/2016	04/11/2021
6.Date of Establishment of IQAC			10/01/2017		
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	
Nil	Nil	0	Nil	0	

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	03
<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)	
<ul style="list-style-type: none"> • Preparation and submission of AQAR 2022 - 2023. 	
<ul style="list-style-type: none"> • Workshop on "Yoga a Healthy Way of Living" organized from June 20 - June 24, 2022. 	
<ul style="list-style-type: none"> • Workshop on "Lesson Planning based on New Education Policy 2020" organized on September 07, 2022. 	
<ul style="list-style-type: none"> • Seminar on "Tree Plantation, Water Management and Conservation" organised on October 31, 2022. 	
<ul style="list-style-type: none"> • Organization of 64th and 65th Convocation on March 25, 2023 and Annual Awards Day on April 06, 2023. 	
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).	

Plan of Action	Achievements/Outcomes
<p>Preparation and submission of AQAR 2022 - 2023.</p>	<p>AQAR 2022-2023 submitted on 20 December, 2023 and conducted three meetings on September 19, 2022, Jan. 17, 2023, Feb. 11, 2023 in 2022-2023 to plan and implement various academic and administrative activities.</p>
<p>Monitoring of Curricular and Co-Curricular activities</p>	<p>5 days workshop on "Yoga- A Healthy Way of Living" from June 20 - June 24, 2022. Tips on How Yoga can be used as a remedy for various ailments and how to lead a healthy life. Workshop on "Lesson Planning based on New Education Policy 2020" organized on September 07, 2022. where in new format of lesson plan was discussed. Seminar on "Tree Plantation, Water Management and Conservation" was conducted on October 31, 2022. To sensitize students about different environmental issues, samplings of herbal trees were also sown. Extension Lecture on "Transition Policy" on November 11, 2022, Voter Registration Camp and Rally on November 26, 2022 were organized. Students were acquainted with how to link voter card with adhar card and how to register as new voters. An event on Entrepreneurship in the Contemporary World was organized on November 29, 2022 and students were taught "How to Earn While Learn."</p>
<p>Monitoring of Extension Activities of NSS, Clubs and Committees.</p>	<p>NSS unit of the college organized Tree Plantation, One day camp under Clean Indian Mission, Vaccination Drive, and Awareness Rally on Stubble Burning.</p>

Upgradation of College Infrastructure	347993 of the total expenditure during the assessment period has been utilized for infrastructural augmentation and maintenance, whitewash, repair of college building and purchase of AC and computers to improve the functioning of the college.
---------------------------------------	--

13. Whether the AQAR was placed before statutory body?	Yes
---	-----

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
DAV Local Managing Committee	20/12/2023

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	28/04/2023

15. Multidisciplinary / interdisciplinary

The institution believes in the efficacy of Interdisciplinary approach to enhance the academic experience of the learners which is accomplished by integrating humanities and science subjects. The areas of interdisciplinary approach include:

- Institution offers almost 14 pedagogy subjects and students have liberty to choose and integrate humanities, science and languages as per their eligibility.
- B.Ed. program has projects as mandatory part of their curriculum which are interdisciplinary in nature. Projects on community and social sciences are undertaken by students in every semester.
- Research is mandatory part of M.Ed. curriculum which involves finding solution to the current issues and challenges of society that promote a blend of different disciplines.
- Add - on courses are organized in the institution which are interdisciplinary in nature to make the outlook of students more global and comprehensive. The institution encourages students to do various interdisciplinary online MOOC courses

on different E- learning platforms.

16.Academic bank of credits (ABC):

As institution is affiliated with GNDU, Amritsar .University has provided platform for ABC and our institution has already been registered on the portal. the institution has put all out efforts to ensure that the students register themselves on ABC Portal. This will enable student mobility across higher education institutions in India and will also enable a seamless integration of skills and experiences into a credit based system. Our institution offers elective papers for B.Ed. and M.Ed. and students have the flexibility to choose the subject as per their interests and requirements. This is the preliminary initiative taken by the institution to fulfil the bigger goal of ABC.

17.Skill development:

Being T.E. Institution we focus on development of teaching skills among students. For this Micro teaching, Simulated teaching and Internship programs are regularly organized. Teaching skills are developed through classroom teaching, demonstration and model lessons. Good lessons of students from previous session are also shown for better understanding. Three months guided and supervised internship program is implemented so that students get mastery over teaching skills. The institution provides training in IT, communication, creative writing, painting, time management, organizing and planning, team work, problem solving through curricular and co - curricular activities. Various soft skills like interpersonal skills, leadership skill, strong work ethics, emotional intelligence are developed among students through Seminars/ Competition/ Projects/ Workshop etc. The institution strongly believes in inculcation of moral and ethical values. A MOU has been signed with "HEMA FOUNDATION" to give all students an access to join online value education courses. Yoga workshops are organized for all students to assimilate the values needed to have a peaceful and stress free life.

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

The institution regularly makes genuine efforts to acquaint students with the rich culture and heritage of India. In this context, Indian languages, culture and tradition are promoted through various curricular and co-curricular activities. Seminars/ lectures promoting national and regional languages, celebration of national festivals/ days and talks highlighting national characters are the integral part of its courses. Various festivals and days like

Diwali, Lohri, Hindi Diwas, Maa Boli Diwas etc are celebrated to promote respect for Indian culture and languages. Institution is on its way to adopt the practices of NEP 2020. 3 Language formula is followed for instant instructions. Expert lectures/ Webinars on Indian languages/ Culture are also conducted regularly. Value Education is an integral part of curriculum to develop ethical and moral values. Institution has an active Literary and Cultural Committee in place working towards creating awareness about the knowledge of Indian culture by organizing competitions like Phulkari, Folk Dances, Folk songs, Rangoli, etc. The institution has "Ek Bharat Shreshth Bharat Club" in place to promote Indian Culture.

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

The institution offers B.Ed./ M.Ed./ PGDCA (T.E.)/ D.El.Ed. courses which all are designed keeping in mind the regional and global requirements. All courses have slated program specific outcomes and course outcomes which are communicated to students to align with teaching learning process. All courses focused on cognitive abilities namely remembering, understanding, applying, analysing, evaluating and creating. Apart from this, learning outcomes at all levels ensure social responsiveness and ethics as well as entrepreneurial skills so that students contribute proactively to economic, environmental and social well being of the nation. All course syllabi have been designed adhering to NEP as much as possible. This enables the students to make informed career choices which are aligned with students' personal goals.

20.Distance education/online education:

Covid19 has been instrumental in training the educators as well as students with the online mode of the education. Faculty members make thorough use of the online teaching resources along with discussions and assignments thus promoting the blended learning system. Hybrid/ offline/ online mode is used as per need of the hour. Our faculty is well equipped with ICT skills and use of various virtual platforms. Coaching and entrance exam classes are also held through online mode as per requirement. Platforms like You Tube, Google Classroom, Zoom, Google Meet are a regular in the institution. Students are encouraged to enroll for MOOC courses available on different E-Learning platforms. The institution has signed MOU with "HEMA FOUNDATION" to provide platform to students to do various online courses on "Value Education".

Extended Profile

1.Student

2.1		289
Number of students on roll during the year		
File Description		Documents
Data Template	View File	
2.2		250
Number of seats sanctioned during the year		
File Description		Documents
Data Template	View File	
2.3		48
Number of seats earmarked for reserved categories as per GOI/State Government during the year:		
File Description		Documents
Data Template	View File	
2.4		195
Number of outgoing / final year students during the year:		
File Description		Documents
Data Template	View File	
2.5	Number of graduating students during the year	195
File Description		Documents
Data Template	View File	
2.6		144
Number of students enrolled during the year		
File Description		Documents
Data Template	View File	
2.Institution		

4.1	347993
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	23
Total number of computers on campus for academic purposes	

3. Teacher

5.1	17
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2	17
Number of sanctioned posts for the year:	

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

Curriculum of B.Ed./M.Ed./P.G.D.C.A. (Teacher Education) is prescribed by the GNDU university. For effective implementation of the curriculum, vision, mission and objectives of the college are clearly defined and strictly adhered to. The college time table committee prepares time table as per the guidelines and requirements. Committee allocates subjects to teachers as per their aptitude and qualifications to prepare time table. The teaching, learning and evaluation schedules are strictly as per the timeline given by GNDU. The teacher planner is prepared by respective subject teachers to ensure the implementation of curriculum. The college adopts various

measures like tutorials, peer groups, remedial teaching to maximise the output of the students. The college invites experts from various specialized fields to familiarise the young minds with topics of contemporary importance. The academic council is always open to feedback and suggestions from all stakeholders for quick implementation.

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	View File
Any other relevant information	View File

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

B. Any 5 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	View File

<p>1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers</p>	<p>A. All of the Above</p>
File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://daveducation.org/wp-content/uploads/2021/12/program-outcomes-2019-2020.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	View File
<p>1.2 - Academic Flexibility</p>	
<p>1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p>	
<p>1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year</p>	
<p>i-18/6, ii-18/5, iii-2 iv-4/6 i-2/5, ii-6 iii-5/5, iv-5/2</p>	

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	NIL

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

01

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

01

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	View File

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

09

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

09

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	View File

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

Three 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	View File

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

10

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

10

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	View File

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 curriculum of the courses is transacted to develop knowledge, qualities, competencies, skills and values to transform student teachers into academically and professionally competent teachers appropriate for the 21st century. The content of the core subjects offered is geared towards equipping the student teachers with the skills and competences required to be good teachers for the society. Through induction programme, student teachers are oriented towards the objectives and activities of teacher education programmes to be undertaken during the session. Besides this they are also made aware of culture, rules and regulations of the institution. The institution provides learning experiences through group discussion, practicum, assignments, webinars, demonstration classes, micro-teaching and lessons based on models of teaching especially hand on experiences such as internship, field engagement activities, field trip etc. During internship students get an opportunity to perform various activities like organizing morning assembly and celebrating important days of national importance. The curriculum provides understanding on objective based evaluation, preparation of achievement test, preparation of different tools of evaluation and school/community based projects by students which help the would be teachers to develop team spirit, enquiry skills,

communication skills and problem solving abilities.

Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others are developed in students through class room teaching, lectures by personalities who have expertise in different areas, workshops and seminars, etc.

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	View File
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

The institution puts a conscious effort to familiarize students with the diversities in school system in Indian as well as international and comparative perspective. Mother tongue/regional language/international language is used for classroom instructions. Students from different background/ special needs are catered to in an all inclusive setting.

- The core papers of B.Ed. course deal with diversities in school system in India as well as of other countries. E.g. School Management (Paper-III of B.Ed. Sem IV) enhances the knowledge of student teachers towards the development of social system, comparison of different systems of education in various states, development of school system in India, etc.
- In Education and Development (Paper-III of B.Ed. Sem-I) students get familiar with Indian and Western schools of

thought.

- Contemporary India and Education (Paper-II of B.Ed. Sem-I) develop vision of students towards different levels of education.
- In Field Engagement (Paper VII of B.Ed. Sem. III) students visit Private and Govt. Aided schools for one week to observe and interact with students and teachers to understand the school functioning.
- Survey of Guidance Programme prevailing in different types of schools under different boards, make student teachers familiar with the Guidance programmes prevailing in the country. (B.Ed. Sem-IV, Paper-II).

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 institution follows Intra and interdisciplinary approach to enable students to understand interconnectedness of various learning engagements. The college follows student- centred approach which in turn contributes to the overall development of the student teachers.

- Theoretical concept about health education is discussed in Health and Physical Education (Opt. ii Paper-Vof B.Ed. Sem-IV,) and practically they are trained through participation in health activities, yoga, physical exercise in morning assembly, workshops on yoga and healthy living,all

leading to sound mental, emotional and physical health.

- Theoretical knowledge imparted in core papers and their practical knowledge is given through Field Engagement Activities.
- Theoretical concept of teaching skills are discussed in theory papers and developed actually through Micro Teaching and Composite lessons (Macro Teaching) during 3 months internship programme of Sem. III. Student teachers also assist the school teachers in conducting morning assembly, celebration of days of national significance etc. during internship programme that ultimately improves their leadership and organisational skills. Reflection after internship helps the student teachers to contemplate on their strengths, challenges and future possibilities in teaching.
- Drama and Art in Education (Paper -VI B.Ed. Sem-II) helps in developing aesthetic and creative values.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	View File

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
---	---

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

154

2.1.1.1 - Number of students enrolled during the year

154

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	No File Uploaded

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

41

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

41

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	No File Uploaded
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

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

05

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

05

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 admission in B.Ed. is done through state level entrance test and students are counselled and guided at the time of admission to make them aware of the course and subject combinations available as per their interests, aptitude and skills. The institution organizes orientation program for the students at the commencement of the new

batch every year to familiarize them with the rules, regulations, facilities available, mode of internal and external assessment, curricular and cocurricular activities etc. in the institution. Such orientation serves to boost the morale and readiness of the students. College handbook which contains all information is provided to students.

The assessment of the learning needs of the students is done by the teachers in the classrooms through class tests, assignments, tutorials, etc. on the basis of which different types of learners are identified as average slow and advanced learners. Specific teaching-learning methodologies oriented to the needs of students requiring special attention are then discussed and implemented. Remedial and extra classes, bilingual explanations, discussions question banks and tutorials are arranged for advanced and slow learners. Students with good co-curricular skills are identified through 'Talent Hunt Program'. Students are given recognition for their achievement in the form of medals and appreciation certificates and are further motivated to secure rank and distinction in the University examinations.

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	View File

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

All of the above

File Description	Documents
Data as per Data Template	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	No File Uploaded
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

Three of the above

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

1:9

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	No File Uploaded

2.3 - Teaching- Learning Process

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

The institution aims at honing overall personality development of the student teachers. In order to achieve this objective, multiple mode approach to teaching learning is adopted by the institution. Various methods such as brainstorming, online teaching, experiential learning, group discussions, quiz competitions, presentations, project work, participative learning and problem-solving methodologies are used by the faculty.

Regular participative activities viz. field visits, educational tours, seminars and extension lectures are organized and the students actively participate in these activities. Students are given individual projects and class assignments to encourage self and independent learning.

Different student support systems are available in the college like Library, Computer Lab, Psychology Lab, Science Lab. Beyond the classroom, college gives high importance to the all-around development of students through curricular, co-curricular and field-based activities. The college highly emphasizes on the co-curricular activities so as to bring out the best in each student. Students are taken for study tours to the sites of interest in order to get first hand experience. For the participative learning and to ensure all students participate also the college has framed many committees and clubs including the Cultural Committee, Sports Committee, NSS unit, etc. to organize inter- house sports, cultural, fine arts, literary competitions, where students exhibit their talent which leads to creating the spirit of togetherness and oneness.

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	No File Uploaded

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

17

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://daveducation.org/wp-content/uploads/2022/03/ICT-usage-by-students-and-staff.pdf
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

293

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	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
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

Four 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	No File Uploaded
Link of resources used	https://daveducation.org/wp-content/uploads/2023/12/Ict-usage-by-faculty-new.pdf
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

A mentoring system is in place in our college where each teacher constantly mentors students on academic, professional and personal fronts. This helps in bridging gap between teachers and students. Tutorials are taken by the teachers as a regular feature. During these tutorial sessions, gaps are identified and removed in remedial classes.

The college has a well-defined Career and Counseling Cell headed by experienced faculty members who counsel students regarding their vocational aptitude and aspirations. The college provides free coaching classes for various National and State Level Competitions such as B.Ed. Entrance Test, UGC, PSTET and CTET.

The student-teacher ratio is maintained so that maximum personal attention may be given to students. The teacher maintains a complete record of each pupil and provides assistance in every manner possible to improve their academic achievement.

Tutorial/House meetings are held on a regular basis and during these meetings students meet their teachers to discuss academic and non-academic problems. Teachers and students work together in social, cultural, and recreational activities, community service projects, youth festival etc. which helps in keeping the work environment friendly and congenial. The students develop new ideas to design a

wide variety of working models, charts and teaching aids. Teachers act as friend, philosopher and guide and maintain cordial relation with the authorities thus balancing home and work stress.

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	No File Uploaded
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

The college plays a vital role in inculcating various skills like innovation, creativity, life skills, thinking skills empathy and many more amongst students. Students are encouraged to think critically and think out of box and be innovative and creative. The creative skills are instilled through various inter-college and intra college activities. Different clubs and committees organize plenty of academic and extracurricular activities like drama, debates & declamation; fine art, creative writing, and poster making competitions such that there is something for everyone. The students prepare working models, charts and teaching aids with new ideas on how to present the subject matter to students. They are encouraged

to publish articles, poems and short stories in the college magazine "The Richa". Interactive sessions are organized so that they get a chance to voice their opinions and debate on its practicality. Teachers adopt constructivist approach whereby students are motivated to construct knowledge on their own. The faculty makes use of PowerPoint and multimedia presentations for better retention and understanding of the content. Groups on WhatsApp and digital platforms are used to promote effective peer learning. The students use the same to upload and exchange their work, assignments, educational videos, and information with teachers and thus collaborative work is promoted.

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 possible	No File Uploaded
Any other relevant information	No File Uploaded

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses

Ten/All of the above

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

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	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	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

<p>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</p>	<p>All of the above</p>																				
<table border="1"> <thead> <tr> <th data-bbox="86 577 539 631">File Description</th> <th data-bbox="555 577 1465 631">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 640 539 694">Data as per Data Template</td> <td data-bbox="555 640 1465 694" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 703 539 801">Samples prepared by students for each indicated assessment tool</td> <td data-bbox="555 703 1465 801" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 810 539 945">Documents showing the different activities for evolving indicated assessment tools</td> <td data-bbox="555 810 1465 945" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="86 954 539 1008">Any other relevant information</td> <td data-bbox="555 954 1465 1008" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	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	No File Uploaded	Any other relevant information	No File Uploaded	<table border="1"> <thead> <tr> <th data-bbox="86 577 539 631">File Description</th> <th data-bbox="555 577 1465 631">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 640 539 694">Data as per Data Template</td> <td data-bbox="555 640 1465 694" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 703 539 801">Samples prepared by students for each indicated assessment tool</td> <td data-bbox="555 703 1465 801" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 810 539 945">Documents showing the different activities for evolving indicated assessment tools</td> <td data-bbox="555 810 1465 945" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="86 954 539 1008">Any other relevant information</td> <td data-bbox="555 954 1465 1008" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	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	No File Uploaded	Any other relevant information	No File Uploaded
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	No File Uploaded																				
Any other relevant information	No File Uploaded																				
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	No File Uploaded																				
Any other relevant information	No File Uploaded																				
<p>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</p>	<p>All of the above</p>																				
<table border="1"> <thead> <tr> <th data-bbox="86 1491 539 1545">File Description</th> <th data-bbox="555 1491 1465 1545">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1554 539 1608">Data as per Data Template</td> <td data-bbox="555 1554 1465 1608" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 1617 539 1715">Documentary evidence in support of each response selected</td> <td data-bbox="555 1617 1465 1715" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 1724 539 1859">Sample evidence showing the tasks carried out for each of the selected response</td> <td data-bbox="555 1724 1465 1859" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1868 539 1921">Any other relevant information</td> <td data-bbox="555 1868 1465 1921" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	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	No File Uploaded	Any other relevant information	No File Uploaded	<table border="1"> <thead> <tr> <th data-bbox="86 1491 539 1545">File Description</th> <th data-bbox="555 1491 1465 1545">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1554 539 1608">Data as per Data Template</td> <td data-bbox="555 1554 1465 1608" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 1617 539 1715">Documentary evidence in support of each response selected</td> <td data-bbox="555 1617 1465 1715" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 1724 539 1859">Sample evidence showing the tasks carried out for each of the selected response</td> <td data-bbox="555 1724 1465 1859" style="text-align: center;">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1868 539 1921">Any other relevant information</td> <td data-bbox="555 1868 1465 1921" style="text-align: center;">No File Uploaded</td> </tr> </tbody> </table>	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	No File Uploaded	Any other relevant information	No File Uploaded
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	No File Uploaded																				
Any other relevant information	No File Uploaded																				
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	No File Uploaded																				
Any other relevant information	No File Uploaded																				
<p>2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning</p>	<p>All of the above</p>																				

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

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	No File Uploaded
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

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

Internship programme is systematically planned such that all students benefitted to maximum. The college has skill in teaching committee in place. This committee orients the students about internship program before sending them for actual practice teaching. Prior to this, subject specific orientation is given by concerned

subject teachers in form of Model Lessons, Discussion lessons and Micro lessons. A 15-week internship program is carried out in three phases i.e. pre-practice, teaching practice, and post-practice followed by evaluation. Every student fills the choices of three schools on the "E Punjab Portal" provided by SCERT and each student is allotted a school as per their subject combination and proximity to their residence. Student teachers attend the school full time and undertake a variety of activities relating to classroom teaching, management and organization of school based and community-based activities of teaching. Students learn to prepare attendance register, assess and evaluate results, and learn to maintain stock registers, etc. They also learn to organize co-curricular activities, celebrate important national festivals, morning assemblies and organize competitions of different nature. During practice teaching, each pupil teacher delivers two discussion lessons in their respective teaching subjects which is carefully observed and evaluated by the concerned subject teacher helping in providing them with adequate feedback. Once the internship period is over, it is duly certified by the head of the practicing school. Final evaluation is done by the external coordinator appointed by the university.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

133

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

Nine/All of the above

Organizing academic and cultural events
Maintaining documents Administrative
responsibilities- experience/exposure
Preparation of progress reports

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	No File Uploaded
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.

Before sending the students for real teaching in schools, skill in teaching committee orients the students about the internship program. Demonstration lessons are delivered by teacher educators in their respective subjects. The students are taught how to write instructional objectives, test the entry behavior, prepare the teaching aids, deliver the lesson, recapitulate, generalize and assign homework.

Micro-teaching lessons are also conducted in which pupil teachers practice micro-teaching skills within their respective subject groups and feedback is given by the teacher educator for further improvement. During teaching practice, school subject teachers regularly monitor, and observe the teaching lessons and activities of the pupil teachers. The pupil teachers prepare their lesson plans after discussing the syllabus with the concerned subject teacher of the class and school teachers observe the lessons delivered by the pupil teacher and give oral and written feedback for further improvement in their teaching.

After the first phase of practice teaching, each pupil teacher delivers two discussion lessons in each teaching subject in college in an actual setting. The teacher educator observes the lessons and

records the observations on the file of the students and give proper feedback. The peers also observe and provide constructive suggestions to the pupil-teacher. Final evaluation is done by the external coordinator appointed by the university. Along with this, pupil teachers also organize different cocurricular activities, celebrate important national festivals, morning assemblies and organize competitions of different nature under the supervision of school teachers.

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	No File Uploaded
Any other relevant information	No File Uploaded

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

Four 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	No File Uploaded
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

09

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

07

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

9

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

259

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

The faculty members keep pace with the recent developments in teaching methodologies by participating in seminars, workshops, conferences, orientation and refresher courses, MOOCs, short-term career development programs, webinars, etc. on regular basis. They also publish research papers and articles in journals of national and international repute. Most of faculty members have completed their doctorate degree and the few lefts are pursuing.

They are life members of many associations like the All-India Association for Education and Research (AIAER), the Indian School Psychology Association, and the Council for Teacher Education (CTE), and serve as members of Guru Nanak Dev University Board of Studies and Faculty of Education. The institution encourages faculty members to participate in career development programs by sanctioning duty leave.

Teachers are honored on completion of Ph.D. on College Convocation Day. Our faculty acts as resource persons in different seminars, workshops etc. at the university and colleges from time to time.

Faculty members share information with colleagues both informal and formal meetings as per the need of the hour. This serves to benefit all teachers of the institution with latest knowledge and information.

The institution recognizes and appreciates the teacher educator's performance by selecting the best teacher educator every year. Efforts of teachers are always appreciated and acknowledged in meetings to stimulate them for further progress. The best performance is also appreciated in meetings and on public address system.

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

Continuous evaluation system has now been adopted in the institution. An academic calendar is prepared at the beginning of the academic session that includes date wise schedule of the house tests and practical examination. Internal and external examinations have a 3:7 ratio, according to GNDU norms. The students are given understanding of evaluation at the beginning of the program itself through orientation program.

Student's performance is continuously monitored through their performance in projects, assignments, class tests and house tests. The subject teachers conduct seminars in their respective papers in which content knowledge, presentation skills, and communication skills are assessed. Along with that, students prepare assignments mentioned in each paper in their respective semesters. These assignments are checked by the respective subject teacher and necessary feedback is given as per requirements. In each semester, the college conducts one unit and one house test. Students are given marks based on their performance and remedial teaching is organized for students having poor performance. Special tests are conducted for those who do not score eligibility marks to appear in the final university exam. A variety of field engagement activities are held from time to time in college e.g. Visits to orphanages, Museums, Pingalwara, etc. to sensitize the students towards social issues which in turn develops life skills.

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;

Four of the above

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

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	No File Uploaded
Any other relevant information	No File Uploaded

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

Mechanism to deal with examination related grievances is transparent, time bound and efficient. The college adheres strictly to the guidelines and rules issued by the affiliated university while conducting internal and semester-end examinations. At the beginning of the semester, examination committee and subject teachers inform the students about various components in the assessment process during the semester.

The students can approach the teachers, College Examination Committee and Principal to redress all examination related grievances as per the requirement. The unit test and house test schedules are prepared by the examination committee as per the university academic calendar and communicated to the students well in advance. Staff meeting is held after each house test wherein feedback is taken by Principal from teachers regarding performance of students.

Grievances related to the examination received are tackled by the examination committee of the institution. Any discrepancy in their results, internal assessment, evaluation error etc. is immediately addressed and corrected. Wherever required, necessary relevant

documents/testimonials are submitted through the candidate personally or through college to the Coordinator Examination of the University and continuous communication is maintained with concerned for speedy dealing of queries, explanations, and doubts if any. Staff meeting is held after each house test wherein feedback is taken by Principal from teachers regarding performance of students.

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

2.6.4 - 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.

The Institution prepares and publishes academic calendar containing all relevant information regarding commencement of session, completion of syllabus, dates of internal and semester examination etc. of the particular session at the very start of the academic year. The college has Examination Committee in place headed by two senior teachers who ensure that institution adheres to academic calendar for the conduct of external and external evaluation. Internal evaluation is prepared by teachers on basis of attendance, performance in house test and assignments, seminar, project etc.

As per university norms, internal evaluation is to be sent 15 days prior to the final examination which is prepared by the concerned subject teacher and signed by Principal and then it is finally uploaded on the university portal. The principal conducts meetings on a regular basis to review and check the implementation and progress of all the curricular and cocurricular activities mentioned in the academic calendar.

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 College has a proper mechanism of communication in place of the learning outcomes of the programs and courses. Hard copy of syllabi and course/program outcomes are made available in college handbook and it is provided to each student. College library has copy of the same for ready reference for teachers and students. At the beginning of the session, the subject teacher articulates the learning objectives and program-specific outcomes to the students in their respective classes. The college has a set mechanism to ensure alignment of stated PLOs and CLOs throughout the semester by course teachers through continuous internal assessment, semester end house test and final exams are the best way to ensure alignment of stated outcomes. In foundation and pedagogy papers concerned teachers try to fulfil the course learning outcomes through adopting different methodologies like lecture cum demonstration method, assignment, seminars, projects and brainstorming sessions. Apart from curricular activities various co-curricular activities like quiz competitions, literary and cultural competitions and fine art competitions are organized from time to time in college to further help in achieving PLO and CLO laid down very clearly at the start. Students are encouraged to contribute to society through NSS activities.

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 adopts different methods to assess the progress and performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs: Assessment of the course is done via continuous assessment giving weightage to course as well as learning outcomes. Continuous internal assessment is done regularly and students' marks are recorded which helps to predict their academic progress. The progress is evaluated based on criteria including attendance, performance in class/unit/house tests, assignments, projects etc. which is predictive of their academic progress and feedback is given thereafter remedial measures are taken to improve the performance. Participation in various co-curricular activities such as organizing morning assemblies, NSS camps, tree plantation campaigns, awareness camps/ literary and cultural activities. Community engagement activities such as visits to Red Cross, orphanage, Pingalwara and old age home, etc are encouraged and proper weightage is given in the evaluation process for all round development of students.

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

100

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.

During the time of admission, the principal and teachers interact with the parents and the students to assess their needs and aspirations. PLOs and CLOS are defined before the start of the course and these are achieved through the teaching learning process in due course of time.

To assess the cognitive aspect of the students' class tests/ unit tests/ house test are taken regularly. Then their performance is evaluated, feedback is given and remedial classes are organized for weak students. Staff meetings are regularly held to review the progress of students and to ensure completion of the syllabus in time. Continuous and comprehensive evaluation and monitoring of the learning outcomes of various courses are done. Other aspects like conative and affective, various seminars/workshops/lab work/projects/competitions are regularly organized and it is ensured that every student participates in it and their performance is also monitored and feedback is given time to improve their performance. The college takes pride in its meritorious students who have been achieving top positions in the university. The college has the distinction of producing illustrious alumni who have been serving in the field of teaching as teachers, teacher educators, and principals in colleges and schools.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://daveducation.org/wp-content/uploads/2023/04/student-satisfaction-survey.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

Two 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	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View File
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Documentary evidences in support of the claims	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	No File Uploaded
Any other relevant information	View File

3.2 - Research Publications

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

8

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	View File

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

2

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

7

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

407

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

156

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

156

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.

The college regularly conducts outreach activities in the society, which helps to connect our institution with the community. It helps to develop leadership qualities in the students and sensitize them towards social issues. Under this, our NSS unit and other committees/clubs function in perfect co-ordination throughout the year. International Yoga Day was celebrated on June 22, 2021 which was attended by teachers and students with great enthusiasm. The importance of yoga in our physical and spiritual progress was discussed with students. Tree plantation campaign was organized on August 06, 2022 by NSS unit and Science and Environmental Club under 'Swachh Bharat Abhiyan'. This activity was held to celebrate 'Van Mahotsav'. In a mid of Covid-19 pandemic, NSS unit organized Vaccination Drive on September 30, 2022 to vaccinate students and staff and remain protected from corona virus. Our students participated in "Awareness Rally on Stubble Burning" organised on October 21, 2022 by NSS Unit that aimed towards creating awareness in society about ill-effects of burning stubble. A workshop was organised on 'Earn while you Learn' on November 29, 2022 with the coordination of 'Swadeshi Jagran Manch Committee' to make students well informed about how to become self-reliant by opening start-ups.

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

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

28

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	
5	
3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year	
5	
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	View File
3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year	
4	
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	No File Uploaded
3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation	Five/Six of the above

Clinics Linkages with general colleges

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	View File

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 optimum number of classrooms available to ensure that teaching and learning run smoothly. Resource rooms for computers, science, Mathematics, Educational Psychology, ICT, fine arts, and other pedagogical subjects are available for providing hands-on experience regarding the practical subjects.

The college has a well-equipped fitness centre with the newest workout tools and techniques as well as sporting goods. The following list of prerequisites, outlined by SCERT and NCTE for the relevant courses, is met by the institution:

1. 8 classroom for 400 students
2. Multi-purpose hall (Audio-Visual Hall) with seating capacity of 200 - 01
3. Well maintained Library cum reading room - 01
4. ICT resource Centre - 01
5. Art & Craft Resource Centre - 01
6. Health & Physical Education Resource Centre - 01
7. Principal's Office - 01
8. Staff Room - 01

9. Administrative Office - 01
10. Visitor's Room - 01
11. Common Room for Female Students - 01
12. Seminar Room - 02
13. Canteen - 01
14. Separate Toilet Facility for Male & Female Students, for Staff & PWD - 01
15. Parking Space - 01
16. Store Rooms (two)
17. Lawns - 03
18. Open Space for Additional Accommodation
19. Indoor games.
20. Fire Extinguishers in various exit points of the building to safeguard against fire hazard.
21. The institution campus, building, furniture etc. is barrier free considering students with special needs.
22. Hostel for female students
23. Residential quarters for non-teaching staff members.
24. Canteen - 01

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

02

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

91985

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 institution has a well maintained library having a pool of books from diverse sections such as curriculum related books, reference books, research related books, encyclopaedias, journals, thesaurus etc. Students as well as faculty members have an open access to the resources available in the library. Library has adequate provision of seating for students as well as faculty. There is a xerox machine available permanently in the library for photocopying the material. Library operates through a partially automated software that is ALICE-6 for the library resource management. The software enables quick cataloguing and searching of books by Author's name, Title, Barcode Number etc. Additionally, the software maintains accession registers of the library. Apart from this the information such as enquiry regarding borrowers, no of books issued, journals etc. can be easily managed with the help of software. Further it updates and

informs about issue and return of any book/document by users quickly. Books are issued to students on weekly basis and book bank facility is also available for needy students under which a set of books is provided free of cost to the students for an entire academic session and students return it at the end of their semester. Also, computers with wifi available in the library for students semester.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://daveducation.org/infrastructure/
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

Links to important resources such as database link for research related work and E-books links are available on the college website for usage by students anytime and anywhere. Institute provides an access to M.Ed dissertations/research work submitted by previous researchers through a link available on college website. College students can access the dissertations since 2015 onwards by signing up on the link provided on the website which is the available for research purpose. In addition to it college runs distance learning centre of Indira Gandhi National Open University (IGNOU) and therefore there is a provision of e-gyankosh and IGNOU study material links also available on college website. All these resources are free of cost and can be accessed anytime by the students. College library is opened for college as well as outside students from 9 a.m. to 5 p.m. on all working days.

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	View File

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

Three of the above

**for the following e-journals e-Shodh Sindhu
Shodhganga e-books Databases**

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)

18975

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

57

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	Nil
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	No File Uploaded

4.3 - ICT Infrastructure

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

ICT is an integral part of curriculum of all Teacher Education courses. The institution has well established ICT Resource Room equipped with wifi facilities having computers and printer, scanners in it. Wi-Fi connections have been implanted at different locations such as Library, Office, Computer Resource Room and Distance Learning Center for proper local area networking and for the use of staff members and students. Local Area Networking has been

established for providing internet to different systems. ICT facilities are available in ICT Resource Room, Various gadgets such as computers, PRINTERS, overhead projectors, Epidiascope are available in the ICT Resource Room. Softwares like C++, DBMS, MS Office, Oracle etc. are available according to the curriculum need of the students.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

11:1

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	View File
Any other relevant information	No File Uploaded

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

C. 250 MBPS - 500MBPS

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	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://youtube.com/@shardanita?si=yBVjc9_8Z8SiEUzn
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://youtube.com/@shardanita?si=yBVjc9_8Z8SiEUzn
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)

91975

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

PROCEDURE FOR MAINTENANCE: The college ensures regular maintenance and upkeep of all infrastructural facilities. The maintenance work is carried out by trained in-house experts as well as outside agencies. The cleanliness, hygiene, sanitation, water supply, electricity, security and stationery conditions are taken care of and updated to the Head of the Institution. AMC of ICT resource

centre is given for regular support services. AMC of library software, AMC of water coolers, generator, Photocopy machine. College has permanent electrician to solve the electricity related problem with in time. Committees and clubs -via- academic council, examination and time table are made to give academic support.

PROCEDURE FOR UTILISATION: Institution adopts the policy of optimum utilization of resources. Existing resources are utilized and maintained Through AMC. Apart from this the decisions with respect to the proposals for new and upgrading existing systems are taken in the staff meetings. Suggestions are made by various committees for the most efficient use of the time frame, keeping in mind the need to balance academics and co- curricular activities. Water, electricity and infrastructure resources are utilized in judicious manner. College infrastructure is also utilized by running IGNOU centre.

File Description	Documents
Appropriate link(s) on the institutional website	https://daveducation.org/#
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, 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 statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

File Description	Documents
Data as per Data Template for the applicable options	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	No File Uploaded
Any other relevant information	No File Uploaded

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

Four 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	No File Uploaded

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
33	144

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	No File Uploaded
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).

25

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	No File Uploaded
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)

57

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	No File Uploaded

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

Student council plays a proactive role in the overall institutional functioning. The student council is composed of two representatives from each section of B.Ed. , M.Ed., PGDCA (T.E.) and D.El.Ed. courses and respective teachers incharge. Two meetings per session of academic council are held to review all concerns of teaching learning process. The council gives feedback to the faculty members about curriculum transaction, evaluation, infrastructure, co-curricular activities, hostel or any other which it feels needs to be brought to their notice. Appropriate action is taken by the concerned authorities accordingly. The student council serves as an important link between the students and the authority.

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	No File Uploaded

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

18

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

Alumni are asset that provide mutualbenefitto the institution as well as to the alumna. The alumni association of the college is registered under the name of "DAV EDUCATION ALUMNI WELFARE ASSOCIATION" . Executive members of alumni association are also integral part of IQAC cell of the college. Alumni of the college helpto buildan institution's brand through word of mouth. Our institution graciously utilizes their services in various ways such as inviting them as resource persons in seminars, webinars, giving demonstrationlessons, guiding students in choosing subjects andpreparing themfor different curricular and co-curricular activities.They have also contributed towards better functioning of the institution by donating in cash or in kind. They are also instrumental in helping the students in placement, organising awareness campaigns and various outreach programs.

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

All of the above

class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

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

2

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

Practical Knowledge often lead to a deeper understanding of a concept through the act of personal experience. Theoretical learning is what the knowledge is about and the practical application is how the knowledge learnt needs to be implemented in real life situation. Integration of theoretical knowledge with practical experience makes learning easier and effective. Periodical meetings and seminars by Alumni Association acts as an effective support system to the institution in motivating newly enrolled and existing students as well as recognizing, nurturing any special talent in them. Activities like outreach programs for less privileged students, holding Nukar Nataks, awareness of Waste Management and proper

disposal of E-waste etc. as all the above mentioned activities are important for the overall well-being of the society and are done in coordination with Alumni Association. Members of alumni association also take up the task in mentoring the students from time to time. Such efforts go a long way in eliminating many misconceptions from the minds of the students and put them on the right path of self-development and self-discovery.

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.

Our Vision is to make D.A.V. College of Education for Women, Amritsar, a model teacher education institution and give the nation the best teachers who would provide leadership in all spheres of life through innovative and value based ideas. The focus throughout remains on holistic development of students, so that they become responsible citizens of society. Our Mission is to undertake a journey towards excellence in pre-service teacher education through research and innovative practices with deeper emphasis on pedagogical skills and optimum use of available resources. For the betterment and justice towards the institution's vision and mission, the head of the institution take suggestions on all the important decisions where ever required with members of LMC, concerned committee incharges, alumni and students. The college follows decentralized approach by distributing duties among the faculty of the institution for smooth and efficient running of the institution. The college has various committees/clubs (like IQAC Admission Committee, Building Committee, Time Table Committee, Academic Council , Examination Committees, Grievances and Redressal Cell, Carrer and Counselling Cell, Health Club, Language club, Women Empowerment Club etc) for the various academic and non-academic decisions 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

Decentralisation and participative management are the highlights the smooth functioning of college.

Members of Local Managing Committee (LMC), Principal and IQAC Cell act as advisory of the college. To achieve effective output, various committees/clubs are formed. In each of them, there are 2-3 faculty members and student representatives. Decentralisation and participative management is made possible through students' committees and clubs. Every committee/ club is assigned responsibilities to organize various events in the college. Local Committee members also participate actively in events like Rishi Bodh Utsav, Convocation, Prize Distribution, Alumnae Meet etc. Admission Committee, Examination and Internal Assessment Committee, IQAC/AQAR, Academic Council, all together work for the smooth functioning of the college.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

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

The institution maintains transparency in all of the above areas.

The institution facilitates and monitors finances to ensure transparent and accountable governance. All work related to finance is done through electronic transactions. Parents, students and other respected members of society are involved in the academic, administrative and other functions. For transparency in academic, administration and financial operations, records are maintained properly. Audits of these records are periodically done by the auditors of DAV College Management Committee, New Delhi. External and internal auditors verify various vouchers and bills. The institution has been using competent software to maintain and manage the inflow and outflow of the finances regularly. Bursor of the college is appointed by the DAVCMC. She checks all the finance related matters. External audit is done by auditors from DAVCMC, New Delhi. An internal audit is done by CA appointed by DAVCMC. Budget of the college is planned through LMC meeting.

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

The overall strategy was planned by the principal in consultation with IQAC members and senior faculty. For smooth functioning of these activities, different committees are formed. Inception of idea was of the principal and IQAC members. The corresponding committee designs the plan, put it in action and communicate the same to all the teachers/students /delegates etc. Planning and organising committee see the actual implementation of all ideas and give a practical shape to the concept. In the IQAC meeting, we have decided to organize Seminar on - "Tree Plantation, Water Management and Conservation" . We planned to invite Mr. Mukesh Aggarwal (Retd. Principal), Mr. P.N. Sharma (Retd. Pharmacist) and Mr. Sunil Chopra (Retd. Consumer Court Judge) from Haryawal Punjab Lehar.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://daveducation.org/wp-content/uploads/2023/12/Iqac-meeting.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.

Right from policy making to administrative setup, to appointment, the institutional bodies play an effective and efficient role. Policies regarding admissions, for appointment of staff are planned at the very beginning of the session with due consent of DAVCMC(New Delhi).All policy concerned with students are communicated to them through the college handbook. Administrative setup of the college is shown in the organogram. Appointment and service rules are strictly followed as per the norms laid by UGC/NCTE/DPI colleges. Nominees from the university and DAV management are invited during the final selection process of filling posts. Administrative procedures are well laid down to achieve the respective goals and carried out by the Management, head, IQAC Cell and administrative body. The whole working of the institution is carried out through respective committees and cells.

File Description	Documents
Link to organogram on the institutional website	https://daveducation.org/wp-content/uploads/2023/12/organogram.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

Five/Six 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	No File Uploaded
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.

Various cells and committees perform efficiently for the effective and smooth functioning of the institution. Decisions are taken by the members of the concerned body. In the line, Resolutions are passed and actions are taken in near future. After every meeting held, Proceedings of plan of meeting action is prepared .On the basis of minutes various actions are taken and implemented. In our college we have Academic council, Grievances and redressal cell, IQAC etc . All the events, functions, workshops, seminars or any decision is firstly approved in meeting and after that, events are organised under the guidance of concerned committees. E.g. IQAC meeting, held on September 19, 2022. It was decided Seminar on "Tree Plantation, Water Management and Conservation". The whole planing is done in staff meeting in the presence of IQAC cell members and staff. Selection and invitation to resource person, time, venue, etc things were discussed and then concerned incharge are assigned these works. It was successfully organised on October 31, 2022 to invite Mr. Mukesh Aggarwal (Retd. Principal), Mr. P.N. Sharma (Retd. Pharmacist) and Mr. Sunil Chopra (Retd. Consumer Court Judge) from Haryawal Punjab Lehar as a Resource Person.

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

The institution always takes up the responsibility of welfare of teaching and non teaching staff. All the government welfare scheme, various provisions are provided to the staff members. The details of the welfare schemes available for the teaching and non teaching staff are given below:

1. Provision of Loans from DAVCMC, New Delhi.
2. Free Medical Check-up
3. ESI scheme for Employees
4. Residential Facility for class IV employees.
5. Hostel Facility for stay in the campus.
6. Fee Concession for wards of teaching and non teaching staff members.
7. Study Leave for teaching as well as for non- teaching.
8. Disability Allowance for persons with disabilities.
9. Provident fund.

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	No File Uploaded
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	No File Uploaded
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.

05

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	No File Uploaded
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

10

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.

The institution has an effective Performance Appraisal System for teaching and non-teaching staff. Every year the outgoing batch of students are provided with Teacher feedback forms proforma, the Feedback of all the teachers is taken. In addition, Students Satisfaction Survey based on the NAAC Questionnaire is also taken and published on the institutional website: https://docs.google.com/forms/d/e/1FAIpQLScF5E7H0UkBS0JlnLGLQj3pBXSPep3kDg8Ga0TmRXhpp0Y2Q/viewform?usp=sf_link.

The duly filled forms are analyzed by the Principal and the Feedback thus obtained is judiciously addressed for the betterment of the teaching-learning process Appraisal report of teaching staff is sent to DPI colleges when scale of concerned teacher is due. The performance of the non-teaching staff is also appraised. Annual confidential report is prepared and sent to DPI colleges along with their step up cases. They are assessed on the parameters of efficiency, cordiality and overall helpfulness. They are assessed by the Principal who counsels those non-teaching staff members whose performance needs improvement. An improvement in the subsequent performance of the concerned staff members has usually been noticed.

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

Internal financial Audit is a regular activity in the college. The accountants are responsible to maintain records and provide all the details of day-to-day financial earnings and expenditure. Proper Balance sheet and Income and Expenditure statements are prepared for

all the transactions. Then it is done by the CA appointed by DAVCMC, New Delhi. After verification by the accountants, it is placed in budget meeting of LMC which examines the same. It is sent for the External Audit to DAVCMC, New Delhi. External Financial Audits are regularly done by the CA appointed by DAV CMC (New Delhi) and then final audit is done by auditors of DAVCMC, New Delhi.

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	No File Uploaded
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)

2,01,800/-

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.

Institute received grants for salary from DPI colleges. These grants are optimally utilised according to the requirements. Other than grant the source of funds is fee taken from students. Thus funds generated are utilized to fulfill the requirements of library (study material, Internet and proper infrastructure) and other recourse centre like Psychology Resource Centre, Physical Education Resource Centre ICT Resource Centre. Scholarship availed by students through Dr. Ambedkar Scheme etc are directly transferred in their account by

the concerned agency. all the resources and funds are utilized in the judicious way through committees and clubs. Institution tries to generate funds through donated from Alumnae/ Politician/ NGO, etc. and make sure it is used for the purpose it is donated.

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

The Internal Quality Assurance Cell (IQAC) has constantly contributed significantly for institutionalizing the quality strategies and processes in the college. During the Academic Year 2022-23. IQAC initiated --different activities.

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.

Being the central body of the college, IQAC cell monitors and reviews the curricular and co-curricular activities of the institution regularly. Based on feedback of students, alumni and parents, various innovative activities and reforms are constantly introduced. The Internal Quality Assurance Cell periodically reviews the teaching-learning process, methodologies and learning outcomes. On the basis of suggestions given by students, teachers are suggested to incorporate the changes in their respective subject and methodology. Based on the University Academic Calendar, the Institute prepares its schedule for the academic year well in advance at the beginning of the year. The academic calendar prepared is circulated among staff members and students. According to

academic calendar, timetable committee prepares the timetable. The institution has a feedback system to evaluate the teachers and students. The regular evaluation of the teachers by the students on teaching methodologies, course delivery, attitude, strengths and weaknesses. The Feedback thus collected is analysed by the Principal and IQAC cell and appropriate corrective actions are taken. The institute monitors the performance of the students regularly, through Class interaction and class assignments, Assessment is done through unit and house test. Results are discussed by the concerned committee and IQAC Cell with Head of the institution. After evaluation of performance remedial teaching is provided to weak students.

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	View File

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

30

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 mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of

Four of the above

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://daveducation.org/wp-content/uploads/2023/12/Iqac-meeting.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://daveducation.org/wp-content/uploads/2023/11/yearly-status-report-2021-2022.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	View File

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

1- In the first cycle it was suggested to encourage teachers for research publications. The suggestions were taken and faculty members were motivated to publish research papers in reputed National and International journals. Almost 08 papers were published after 1st cycle of NAAC.

2-Institution has been putting emphasis on development on reading habits among students and faculty. For this Library has been enriched with new books and journals and Head of institution make it ensure that faculty must update their knowledge regularly through latest books and journals. Assignments, projects of such a nature are given to advance learner as well as slow learners so that they use books to prepare it.

3. In the 2nd cycle it was suggested to fill the vacant posts of teaching staff. 7 teaching staff members are appointed on regular basis against covered grant in aid posts. Collaboration with reputed educational institutions for research and another improvement was signed with Hindu College, Sai Sidana institute, Hema Foundation, etc.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	View File

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.

Our institution makes effort for energy conservation by reducing the consumption of energy and using less energy resources. Energy conservation is a practice of reducing the quantity of energy use. It may be attained through efficient energy or by reducing the consumption of energy resource. The conservation of energy has been done by our institution by various methods-

- Planting trees all around the campus so that there is less usage of air conditioners.
- Installing light emitting diode bulbs, fluorescent lighting or natural skylight windows reduces the amount of energy required to attain the same level of illumination compared to using traditional light bulbs.
- Design of the building is in such a way that it maximize the use of natural light. More windows in classrooms allow natural sunlight. Thus natural sunlight will create a more relaxed learning environment as compared to the harsh overhead lights.
- Switching over to LED's or CFL's in whole campus.
- Investing in energy saving power strips by keeping computers in labs and other devices to help mitigate their standby power usage.
- Switching off the computers when not in use to reduce power

usage.

- Imparting education about how to reduce electricity at institutional level. Many students proudly contribute to efforts to make their campus a little more green.
- Switching the lights off when the students leave the classrooms.
- Making student sensitive regarding usage of power by giving them relevant environment projects.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	No File Uploaded

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

The waste management is a strategy used by an organization to reduce and prevent the waste. Our institution is very conscious of generating less waste and recycling it by passing it through a system in such a way that it enables even the waste to be reduced.

- Reduce, recycle, reuse is the motto of our institution
- The solid waste generated by all sorts of routine activities carried out in the college that include papers, plastic, paper glass, leftover food etc. are collected at designated place.
- To segregate wet and dry waste is collected in separate dustbins place at designated place.
- The waste of the institution is carried by authorized person of Municipal Corporation for recycling.
- Food waste is further used in the compost pit for use in soil enrichment.
- Memory chips, mother board, compact disks, cartridges etc. used in computers, phones, printers, fax and photocopy machines etc. are recycled properly authorized e-waste vendor.
- Waste used in cleanliness is used in garden and flower beds.
- Rain water harvesting has been done in the institution to reuse the rain water and to maintain level of ground water.
- Institution emphasizes on environmental friendly products.
- Staff and students have given regular training regarding benefits of waste management.
- Monitoring is carried out periodically by the head and the

cleanliness committee.

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

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

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
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

DAVCE is always committed to maintain a clean college environment

sets a good example to students teachers and Non-teaching staff. It encourages learnness to take pride in their college, which makes them less likely to drop litter and as such they will potentially make a bigger effort to maintain their environment.

Cleanness in campus:

1. Keeping trash bins in each class room.
2. Encourging students and faculty members to keep things store property.
3. College has cleanliness committee to organize the campus clean and hygiene.
4. Sweepers are available in working hours in college campus.
5. cleanliness activities such as swacch bharat abiyan carried out regularly under NSS.
6. Disposal and Recycled of the broken, waste and unusual material.
8. E-waste management awareness programme held in college.

SANITATION:

1. Expert lectures are arranged on personal hygiene.
2. Fogging and insecticides spray both are carried on regular interval at college Campus.
3. Sweeping and mopping all hard floor surfaces.
4. Cleaning walls and windows on weekly basis.
5. Clean surroundings help us to be healthy and sound environment.

GREEN COVER : College Campus has three well maintained lush green gardens having plenty of trees and plants. Every year 'Tree plantation' is carried out to increase green cover. We are endossing and enforcing measures to make the college a carbon negative Campus using rain water harvesting, utilizing natural light, waste control in entire Campus

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	View File

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

1805/-

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	No File Uploaded

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

DAVCE is always sensitive and emphthatic towards social, environment and community problem. Time to time the institution ignites sensitivity towars society and environment by various activities like visit orphanage home N.S.S. campblood donation, Visit old age home, Visit to local Community centre as Pingalwara. Awareness rally on burning issues including of stuffle, HIV, cancer disease. College organized outreach programs to serve the weaker sections of society by the students and faculty members. Promoting social issues like dovery system, adult education. There are tree plantation with the help of Haryawal Lehar. Thus these activities strengthen the institutions system, students learn through hands in activities and team work and achieve success in their career. All these have a very positive impact on society cultural and communal thought process

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

Title of the practice- Awareness to career opportunities:-.

Objectives of practices are:- To make them aware about new career opportunities.

The Practice:-Self-study course under DISHA

Visit to district bureau of employment

Seminar on career after graduation

Extension lecture on 'Earn while you learn'

Organization:- It is organized under the aegis of career and counseling cell of our institution. It is headed by two senior teachers.

Obstacles faced if any and strategies to overcome:- Both material and learning resources were required which were managed by the institution itself.

Impact of the practice:- Almost 180 students participated and

benefited from programs.

Resources required

Time to time internal evaluation is required and more funds are required to organize such activities.

Title of the practice:- Value Education

Objectives of practices are:-

To encourage ethical behavior and to o promote a social responsibility

Practice:-

National level workshop on value education in collaboration with " Hema Foundations and Feelings'' , Extension Lecture on "Transition Policy", Havan Yajna, Lohri celebration , Shobha Yatra

Organization :-It is organized by "Ek Bharat Shreshth Bharat" unit of our organization. Programs are personally cared, maintained and evaluated by senior faculty members and principal herself

Impact of the practice:- It promotes personal growth and development. It emphasizes the importance of self- reflection, self-awareness and self- improvement.

Resources required

Time to time internal evaluation and more funds are required.

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

Vision of our institution is to give the nation the best teachers who could provide leadership in all the spheres of life through innovative, value based ideas. The institution has established its distinctive approach towards this comprehensive vision by modelling it so the form of service to the society by means of organises event to develop their skills and research innovative practices and ethical human value development. The institution arranges skill enhancement programme to develop their skill teaching, employability, entrepreneurial, language, communication, personality etc.

Research and Innovative practices

The institution focused on new research areas and trends and thus giving motivation to faculty and students to use innovative practices. The college has well qualified research committee. In M.Ed, research is compulsory subject. Students take different types of research from various fields of social economic means. All the faculty are Ph.ds or pursuing Ph.ds. faculty members along with students have developed new scales used in research.

Ethical and human value development

Value based education is the foremost interest of the institution. Students are motivated to visit orphanage, old age home, institution of blinds and serve the unprivileged school NISHKAM and adopted village through NSS. Students have never been insensitive to the social issues during natural devastation. Students always contribute to COMMUNAL HARMONY, NATIONAL FLAG DAY. The positive outcomes are achieved designing the curriculum to meet the global requirements through teaching learning methods blended with ethical values.

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