



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	DAV College of Education, Abohar
• Name of the Head of the institution	Dr. Vijay Kumar Grover
• Designation	Officiating Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01634-220296
• Mobile No:	9417168659
• Registered e-mail ID (Principal)	daveduabh@yahoo.com
• Alternate Email ID	grovervijayk@gmail.com
• Address	DAV Campus, Hanumangarh Road
• City/Town	Abohar
• State/UT	Punjab
• Pin Code	152116
2.Institutional status	

• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Grants-in aid
• Name of the Affiliating University	Panjab University, Chandigarh
• Name of the IQAC Co-ordinator/Director	Dr. Vijay Kumar Grover
• Phone No.	9417168659
• Alternate phone No.(IQAC)	8360593060
• Mobile (IQAC)	9417168659
• IQAC e-mail address	grovervijayk@gmail.com
• Alternate e-mail address (IQAC)	mandeepaneja.kaur22@gmail.com
3.Website address	http://daveduabh.org/
• Web-link of the AQAR: (Previous Academic Year)	http://daveduabh.org/aqar-2019-20/
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	http://daveduabh.org/wp-content/uploads/2020/10/Academic-Calendar-Activities-Calender-of-2020-21.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	8.30	2003	16/09/2003	15/09/2008
Cycle 2	B	2.60	2014	21/02/2014	20/02/2019

6.Date of Establishment of IQAC

20/02/2004

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	NIL	Nil	NIL

8.Whether composition of IQAC as per latest NAAC guidelines

Yes

- Upload latest notification of formation of IQAC

[View File](#)

9.No. of IQAC meetings held during the year

3

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?

Yes

- (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

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Construction and monitoring of Activity calendar

Organizing academic as well as co-curricular activities through online mode during Covid-19 pandemic

Preparing and sending the cases of faculty members promotion under CAS

Research activities by virtue of dissertation work and encouraging faculty members for writing papers

Maintenance and promotion of relation between college and practicing schools

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
Webinar on 'Stress Management for Mental Health in Corona Era	Building skills to manage stress in Pandemic times
Webinar on Guru Teg Bahadur: Sampuran Purkh, Bhagti Saroop. Vairag te Tyag di Moorat	Celebrating 400th Birth Anniversary of Navam Guru
Webinar on 'Mandala: A step towards Soul searching'	Encouraging to discover self
Orientation of B. Ed./M. Ed. Sem. III	Familiarization with curricular & co-curricular program
Seven days 'LMS Faculty Development Program'	Preparing the teachers to adapt technological ways
Webinar on 'Self Reliance of India in Space'	Celebrating Independence with awareness of Self reliance
Webinar on Guru Teg Bahdur: Life and Principles	Celebrating 400th Birth Anniversary of Navam Guru
Teachers' Day Celebration	Infusing positive dignified attitude for teaching profession
International Literacy Day Celebrations	Developing desire to eradicate illiteracy
Hindi Diwas	Cultivating love for national language
NSS Day Celebration	Promoting spirit of social service
One Day NSS Camp	Trial and selection for seven days NSS camp
World Mental Health Day	To aware about importance of mental health

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

Name of the statutory body	Date of meeting(s)
Local Advisory Committee	17/08/2020

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2019-20	26/08/2020

Extended Profile

2.Student

2.1	495
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	250 + 50
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	142
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	257
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5	257
Number of graduating students during the year	

File Description	Documents
Data Template	View File

2.6	495
Number of students enrolled during the year	

File Description	Documents
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Data Template	View File
4. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	34,68,733
4.2 Total number of computers on campus for academic purposes	34
5. Teacher	
5.1 Number of full-time teachers during the year:	27
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	20

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

Although syllabus and academic schedule is prescribed by the affiliating university i.e. Panjab University, Chandigarh, but still execution part lies with the college. The extent, form and modes of implementation are decided by the institution in in-house planning, reviewing and revising to actually turning syllabus in to curriculum. An opening meeting with faculty members is done in the beginning of the new session for review of the previous session and the revisions needed in the activity calendar for the upcoming session. Academic calendar given by the university is integrated with our activity calendar based on target objectives of the curriculum. Academic calendar is regarding time line for academic events starting for admission to final examination and vacations, whereas calendar of activities is ways and means of achieving the academic goals through co-curricular program.

Academic calendar is placed before the IQAC for its approval. Teachers are assigned different departments and committees like Youth Service Club, NSS, Education Society and associations in respect of different teaching subjects, research cell and the like for implementing planned curriculum. IQAC and Principal of the institution monitor the implementation of the planned curriculum.

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	No File Uploaded

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

D. Any 2 of the above

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

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

A. All of the Above

induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://daveduabh.org/program-learning-objectives/
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

1.2 - Academic Flexibility

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

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

26

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	http://daveduabh.org/time-table/
Any other relevant information	4 Optional- 160 minutes/week, 14 pedagogy- 225minutes/week, 3crafts- 90 minutes/week , MED 2 pedagogy options-225 minutes/week, M.Ed. 3 elective options- each subject with 270 minutes/week i.e. total 810 minutes/week

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

0

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

0

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

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

0

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

0

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

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

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

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

0

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

0

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

Institution attain these objectives by virtues of different modes including-syllabus, activities, school internship and participation of students in various associations, clubs and committees. Knowledge about teacher education is covered under different papers reinforced by class seminars and talks by experts regarding latest happenings in the field of education. As far as procedural knowledge of teaching at secondary stage is concerned is given during the internship program. The extrapolation of the learned skills in the regular classes is exhibited during the internship program and when they are placed in the school. The feedback obtained from practicing schools and placement schools confirms our claim in this respect. Skill competencies other than pedagogy like-emotional intelligence, critical thinking, negotiation, communication skills and team building etc. are inculcated through our co-curricular program and is demonstrated as well. Teacher trainees become quite confident in performing on stage, anchoring an event, participation in cultural and literary activities, leadership events and being a humble fellow as volunteer during college activities.

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

During Pre internship Phase -I (Semester-I) duration of 2 weeks & Pre-Internship Phase-II (Semester-II) duration of 2 weeweeks which are compulsory for all, are organized to acquaint the PTs with the objectives and modalities of such program . Orientation programmes are arranged before sending the student teachers to schools to familiarize them with the teaching-learning process .During the transaction, the faculty emphasize and address Diversity in the classroom, which further helps the students to know the diversity at the local and national levels. They compare these issues from a broader perspective with the teachers. It improves critical thinking skills and encourages academic confidence as they come to know how the education system developed over the years and how different boards ICSE, CBSE, and Punjab school Edu. Board functions when they visit these schools during pre-internship phases. They get the experience of their functional differences, differences in the assessment systems, and their norms and standards of working which make them unique. Different activities have been envisioned in the curriculum for PTs to understand the role of diversity in teaching learning process. During the teaching-learning process, which is Internship phase-III (Duration 16 week), The individuality of the PTs is well appreciated as an Intern.

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

College follows the curriculum in a way as to provide varied experiences to the students. For professional training in teaching, the college follows a student-centered approach, and promotes the teaching methods such as active learning, cooperative learning, inquiry-based learning, project based learning, discovery learning, etc. It seeks to promote Collaborative group learning, both inside and outside the classroom; Individual student research and discovery; Research and discovery by (M.Ed.) students and faculty together: In addition to the above, Teaching skills are taught through Micro Teaching and Mega lessons, five lessons per teaching subject. Teacher Experts deliver model lessons on micro and macro teaching before the commencement of real practice teaching. Student teachers develop 'School Profile.' They visit school, observe daily routine, and also interact with the permanent teaching staff of the allocated schools to learn about various stock registers, their maintenance specifically. During the internship, the student teachers participate in all the curricular and co-curricular activities of the school as well as in the institution and assist the teachers in decorations, conducting morning assembly arranging sport events, annual day celebration etc. Every effort is invested to make each student resourceful by providing rich exposure to different activities which are the heart of the institution.

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

1.4 - Feedback System

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

One 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, action taken and available on website
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	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

495

2.1.1.1 - Number of students enrolled during the year

238

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

120, 29

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

149

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File

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

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

0

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
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.

As admission of students in M.Ed./B.Ed. course is sole prerogative of Panjab University Chandigarh, GNDU Amritsar and Punjabi University, Patiala (As per rotation policy), college has nothing much to do in term of assessing entry level behaviour of students, or their level of readiness for the above mentioned courses. The above mentioned universities conduct an entrance test of students for M.Ed./B.Ed. course as per NCTE rules and regulations. However, due to the extraordinary circumstances which emerged due to COVID-19 Pandemic, there was no entrance test held in 2020-21, and students were given admission on merit basis through centralised online counseling.

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

Any other relevant information	No File Uploaded
<p>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</p>	<p>Four/Three of the above</p>
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	No File Uploaded
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded
<p>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</p>	<p>Two of the above</p>

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	No File Uploaded
Photographs with caption and date	No File Uploaded
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

18:1

2.2.4.1 - Number of mentors in the Institution

27

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.

Faculty of the institution do adopt practices like experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussions etc. for enhancing learning of students. This is done keeping in mind various requirement of curriculum and need of the learners. However, circumstances emerged from Corona Pandemic hugely restricted such initiatives in session 2020-21.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	No File Uploaded
Any other relevant information	View File

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

27

File Description	Documents
Data as per Data Template	View File
Link to LMS	http://lms.daveduabh.org/
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

495

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

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

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	http://daveduabh.org/video-lectures/
Any other relevant information	View File

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

Through Sadan Associations, students are encouraged to work in teams under the able supervision of teachers. Liberal scholarships to needy students are provided by the college so that those needy students could complete their education in smooth manner. Special students are always welcomed by the college, and the college takes special care of such students. There is no gender bias in the college. Various sorts of national/international level days and relevant functions are organized in the college.

Staff members act as role model for students through working in teams and integrating their personal goals with the vision of the college. Through its democratic set-up, issues and concerns of staff members are taken with promptness and concern by college. Staff has been able to manage both home and work stress efficiently due to Team Co-operation and wonderful work culture of the institution. College organises seminars, yoga events and life skill activities as stress buster. Faculty members regularly participate in UGC Orientation/Refresher/Short Term Courses, Extension Lectures, Webinars, and Seminars. Faculty members are invited by various educational institutions of the region to conduct workshops as resource persons. Various sorts of resources are available in the college for faculty members to keep themselves updated.

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

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

Four 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	View File

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

Through an inclusive, updated and concerned teaching learning process, the aspect of creativity, innovativeness, higher order thinking skills, life skills and empathy are encouraged and enhanced among students. The adherence to democratic ethos during classroom interactions, emphasis on dialogue and deliberations are some of the hallmark of teaching learning process of the institution. During classroom interactions, intellectual and mental development of students is triggered through insightful and thought provoking open ended questions. For enhancing empathy among students, life aspects of deprived, disadvantaged and weaker sections are conveyed by linking their issues with classroom topics. The application of all these healthy practices helps the learner to develop a sound, emphatic and positive outlook for life.

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

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)

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 with video graphic support wherever possibl	No File Uploaded
Any other relevant information	View File

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

Eight /Nine of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
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

Three 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

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	No File Uploaded

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

Three 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

As school internship phase is an extremely important aspect of teacher training programme, every care is put to make this phase truly beneficial, relevant and result oriented for the students. As the decision of school allotment to students is taken by SCERT by the direction of Punjab Government, the college has no say in selection/identification of schools for internship. However, the institution does help the students in changing their allotted schools (if there is any genuine issue concerning this) with the help of NCERT. Proper orientation to students is given before they join the internship at their allotted schools. The role of teachers working in the institution has been clearly defined, as far as school internship phase is concerned. The mode of assessments is adequately streamlined. However, the students get the exposure of their allotted school only, as exposure to variety of school setups is not possible due to the nature of school allotment.

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

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

2.4.9.1 - Number of final year students during the academic year

247

File Description	Documents
Data as per Data Template	View File
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning - home assignments & tests Organizing

Five/Six of the above

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	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	View File

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.

During the school internship phase, the college adopts certain effective monitoring mechanisms to ensure quality during this phase. Teacher educators of the institute are deputed in allotted schools to supervise and monitor the internship programme of students. The principal and skill-in-teaching in-charges take regular telephonic feedback from heads of practicing schools regarding the performance of students. Further, various teachers of the allotted schools, who are made mentors of B.Ed. students during school internship phase are asked by the college to convey their feedback telephonically from time to time. Through all these practices, the college effectively manages the monitoring mechanism of internship programme. However, in this year due to Covid-19 pandemic the monitoring was not that effective.

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)

Three of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

17

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	View File
Any other relevant information	No File Uploaded

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

12

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

331

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

331

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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

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

The faculty of the institutions keep themselves updated professionally by participating in various sort of workshops, in-house discussions and seminars etc. Various In-house discussions on current developments and various contemporary aspects are undertaken during staff meetings and regular interactions. After completing a refresher course/workshop/seminar, the participant teacher/s discusses the content/takeaways of the programme with the colleagues. Brainstorming sessions are held during staff meetings to discuss various emerging issues, their possible repercussions and educational implications. All these measures ensure professional development of faculty members in a meaningful and smooth manner. Other than this, reading quality academic journals, and subsequent discussion ensure that teachers remain updated and well informed.

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 Internal Evaluation (CIE) of student learning is undertaken by the institution by using unit tests, house tests,

observation by class teachers, classroom discussions and various sorts of related assignments. Internal evaluation of students is done in a systematic and organized manner. The students are conveyed various dimensions and requirements of Continuous Internal Evaluation by various subject teachers. Through this healthy practice, the adequate and active participation of students in internal evaluation domain is ensured.

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	No File Uploaded

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

Two of the above

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

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

Examination redressal is done the level of Incharge examination and internal evaluation. Student approaches to the concerned teacher for redressal, if unsatisfied may seek redressal from the examination or internal evaluation in charges. In case still the matter remains unresolved, the aggrieved can approach to the principal as well. The matter need to be resolved in a week time the satisfaction of the aggrieved.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File

Any other relevant information	View File
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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 an academic calendar in which proper and adequate description of all the probable activities are mentioned in an organized manner. The schedule of various sorts of internal evaluation tools (Unit tests, House tests etc.) are provided in the activity calendar.

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.

PLO (Programme Learning Outcome) and CLO (Course Learning Outcome) are adequately aligned with the teaching learning process of the institution. All the activities and initiatives taken up by the institution are designed keeping in mind various requirements of PLO and CLO. Efforts are made by the institution to impart practical, experiential and life related learning to all its students so that they could take up the future challenges associated with teaching profession with efficiency and precision. Inter-linking with Community, personality development through various academic and co-curricular activities, healthy classroom discussions and open ended approach in teaching are some of the initiatives undertaken by the institution to achieve PLOs and CLOs.

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 progressive performance of students and attainment of professional and personal attributes are in line with the stated PLOs and CLOs. This aspect is monitored with the help of continuous observation of students by faculty, House Tests/Unit Tests, performance of students in various academic, cultural and co-curricular activities. However, due to Corona related circumstances, organization of above mentioned activities was severely restricted.

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

495

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

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

The institution does take care to organize various sorts of activities throughout the session to meet initially identified learning needs of its students. However the fact that institution has little say in admission process of B.Ed., does create some sort of issues in identifying initial learning needs of its students. So, no data is specifically available concerning this criteria. However, the institute would definitely take note of this aspect from current session onwards, so that specific data concerning this criteria would remain available whenever required

in future.

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

2.8 - Student Satisfaction Survey

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

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	No File Uploaded
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	View File

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

One 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	No File Uploaded
Reports of innovations tried out and ideas incubated	No File Uploaded
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

4

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

Any other relevant information	No File Uploaded
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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

4

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

8

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

150

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
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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

200-250

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

250

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.

Institution organize outreach activities in terms of influencing and sensitizing students to social issues and contribute to community development. Various departments like youth service club, NSS dept., Panjab University and government agencies ask for various activities to be organized from time to time in institution . Our institution organize activities viz. COVID awareness activities, tree plantation, women day celebrations, stubble burning etc. according to university calendar as well as activity calendar formulated by college itself and send report comprising media coverage etc. In this way institution sensitize students about various social issues and contribute to community development by altering their bent of mind.

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

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

17

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

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

0

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

0

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

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Copies of the MoU's with institution / industry/ corporate houses	No File Uploaded
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

One/Two of the above

school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

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

Our institution is providing sufficient infrastructure and physical facilities for teaching learning classrooms and computing facilities.

Striving hard to fulfill the vision and mission, our Institute is committed to produce competent teachers by imparting skill based education through effective teaching learning process through technically advanced educational tools.

Since the inception, College has been doing need based up-gradations regarding classrooms, laboratories, infrastructure, addition in the existing infrastructure carried out based on the suggestions from higher authorities, Institutional Head, on requirements of Heads of the departments, lab in charges after reviewing course requirements, financial constraints, working condition of the existing equipment.

The optimal utilization is ensured through encouraging innovative teaching - learning. The available physical infrastructure is optimally made use of during regular college hours, to conduct , co-curricular activities, meetings, seminars, conferences etc.,.

College has well equipped good acoustic conditioned 13 Classrooms enabled with LCD projection internet connectivity and white boards. Seminar Hall is also well equipped with LCD projection and sound system. Library is digitalized and automated using INFLIBNET and Library Management System. (LMS). Other labs such as computer

lab, language lab are software enabled. College has 3 LCD Projected with 1 sound system seminar Hall.

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

11

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	http://daveduabh.org/campus-infrastructure/
Any other relevant information	View File

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

388719

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.

Yes, till; now our library is automated using Library Management System (LMS), but on recommendations of Department of higher Education, Punjab, we will be soon shifting to KOHA software or e-granthalya.

Nature of Automation: Library is partly automated. One terminal

(computer system) is available for students to search information of availability and issue of Books.

College library has INFLIBNET connectivity for PG (Research Scholars) and staff. Students can also access e-resources i.e. e-books and e-journals through N-LIST of INFLIBNET.

Bar-coding is used for issue and return of books, circulation of books is done through barcode system and each book and borrower's card is barcoded.

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

Institution does not have such facility at the moment

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

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

Two of the above

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

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

6.47702

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

76

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	http://daveduabh.org/wp-content/uploads/2022/07/Library-Ledger-.pdf
Any other relevant information	View File

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

Yes, Institute keeps updating its facilities and provides latest technology for smooth functioning. With the permeation of ICT in education sphere too, currently we are using Connect Broadband speed 100 mbps Wi-Fi facility. . Free Wi-Fi facility is accessible for students and teachers for research work and education purpose. College has its own LMS (Learning Management System that supports and enhances teaching learning.

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

15:1

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:

D. 50 MBPS - 250MBPS

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	http://daveduabh.org/wp-content/uploads/2022/07/Link-4.1.2.2_c.pdf

List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	http://daveduabh.org/video-lectures/
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)

438919

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

Institution maintains academic and physical facilities by way of major annual maintenance plan and minor regular maintenance activities. Teachers and students are encouraged to immediately report the need of new, renovation, repair of infra-structure related to academic activities. As far as utilizing of physical academic facilities is concerned institution ensures optimum use of facilities by way of planning academic and activity calendar for the semester. Besides teachers institute has/hires field specific teachers/instructors for activities like sports, fine arts, music and play to ensure their participation in related activities at college, inter-college and university level and hence utilize facilities to optimum. Students are encouraged to take maximum benefit of academic facilities under the guidance of concerned teachers/instructors.

File Description	Documents
Appropriate link(s) on the institutional website	http://daveduabh.org/wp-content/uploads/2022/07/4.4.2a.pdf
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Three 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	No File Uploaded
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

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

B. Any 3 of the above

online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

Five or more 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
14	255

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

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

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

27

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)

70

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 (Education Society)

Student council earlier named Education Society exists in the institution since its inception. Education council form session 2021-22 has been given role in all the affairs of the institution. It is elected from office bearers of the associations and clubs in the institution, who themselves are elected by the students. It helps the administration in running the college affairs and participate in the decision making in the issues concerning them.

The major role of the council are as follows:

- Acts as Link between Students and Administration.
- Representing Students on Various Associations and Clubs
- Taking up students' issues with the authorities
- Monitoring Activity Calendar
- Helping in organization of Various activities
- Helping in maintenance of discipline on the campus.

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	No File Uploaded
Any other relevant information	No File Uploaded

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

28

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	No File Uploaded
Any other relevant information	View File

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

Our Alumni Association is old enough, but still an unregistered one, that is due to technical issues at the management bend. As far as its role in the college affairs is still at infancy stage. However, individual contribution of the alumni is commendable. They contribute to the college development through financial contribution, training the new students in various activities to participate in youth festivals, sports and preparing for job

market. Alumni meet is organized annually wholly all owned by alumni. During this event alumnus give significant inputs regarding improving the institution as per the market demands. There are alumni which have their own schools, who have been gladly accepting our students for pre-internship and internship programs. We are trying level best to involve alumni in more number of ways in college affairs.

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

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

One/Two of the above

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

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

0

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	No File Uploaded
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

As described in 5.4.1 our alumni association is basically helping by virtue of financial contribution for helping in the education of poor students. Also individual contributions come for helping students in polishing their talent and getting a job as teacher. But all these efforts are not continuous, regular or well-placed as per norms. We are trying hard to make it an institution of importance and should work as per a well-defined protocol. This session onward we have started alumni free membership of our library and are invited to use sports and other facilities of the institution in the college time as well as beyond it. More such initiatives are being launched to tap the resources of the alumni to improve the effectiveness of the college.

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

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.

Institution strives for keeping up the Vedic traditions and ethos by virtue of number of activities related to Vedic culture by way of various activities like weekly Hawan Yajna, celebration of various days related to it. The modern knowledge is taken along by adapting science and objectivity as basis for knowledge attainment. Teachers are trained to be committed for the profession by adopting procedures and rules for promoting teacher like traits. Teachers trainees are trained to use philosophical, psychological and sociological knowledge to understand context of teaching. Skills are inculcated among the trainees to be proficient in performing the task of teaching. Trainees are trained in organizing activities by putting them in the role of performer and volunteer. In nut shell institute tries to make a complete personality of a teacher.

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	View File

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

Decentralization and participative management is the hallmark of our college. Teachers and students are amply involved in the decision making process through number of committees, Clubs, associations, and cells dealing with day to day affairs of the college. Committees are constituted for every curricular and co-curricular activity like Examination, Internal Assessment, Sports, NSS, Career & Counseling and many more. Power of decision making is decentralized by the Principal to the convener and members of the committee. All the work is carried throughout the year by them. Decisions for the up liftmen of the institution are taken unanimously by considering the recommendations of staff teaching, Non-Teaching concerning them.

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

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

No amount is spent without the recommendation of associated Committee constituting of teachers and students. Each bill is passed & Signed through Convener and members of Committee and further is recommended by bursar of the institution.

Reference Material, Books, Pdfs, Power Point presentations used by teachers is shared among students. Re-evaluation of make-up tests and House tests is always welcomed. Answer sheets scoring highest marks are shown to all students in classroom. Self evaluation

Performa is filled by the students to know the extent of their abilities. Student Satisfaction Survey is conducted

Assignments are being distributed among faculty; the convener with the members of Committee takes all decision independently. Resources and patronage is granted by the Principal.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

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

Due to COVID-19 pandemic break out study stopped altogether. Institution chalked a strategy for online learning. We started with the use of screen recorder, started using online interfaces like zoom, Google meet and finally OBS Studio. Teachers were trained throughonline and offline workshops conducted by our won faculty as well as expert from outside. Teachers were given assignment to learn more such tools and apps to make it more effective. Integration of these tools with LMS made things more efficient. It was evaluated through students and teachers' reaction which proved to be quiet effective under the circumstances. when students joined us back offline they were demonstrated their improvement in use of technology in learning and teaching as well.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://daveduabh.org/video-lectures/
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.

Institution functions at two levels - at headquarters i.e. DAV CMC, New Delhi run by elected members and at local level by Local advisory committee (LAC) nominated by the headquarter and the principal. in consent with the principal. Major policy decisions are made by the DAVCMC, New Delhi and routine decisions are made

at local level. All the decisions are endorsed by the institutional committees made for the purpose. As far as appointments are concerned we have two types of teachers- government sanctioned and management sanctioned. Govt. sanctioned posts are filled with the approval of govt. representative and university representative. The management sanctioned posts are filled by the management only. However, both types of posts are duly advertised n national dallies and no biased is practiced in appointments. Also we have ad-hoc staff appointed for a session, that too are appointed through proper advertisement and interview and approved by both LAC and DAVCMC.

File Description	Documents
Link to organogram on the institutional website	http://daveduabh.org/wp-content/uploads/2022/07/6.2.2.a-1.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	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

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

The entire decision making is done through different committees constituted at the beginning of session. Initially, meeting of committee is called where matter is discussed with committee. There are committees for all sort of functioning of the institution. Normally a demand is raised in the general staff meeting followed by referring the matter to the specific committee

or cell, which takes appropriate action and reports back for accomplishment of the task assigned. For all general and specific meetings, proceedings are recorded and decisions taken are clearly mentioned. Whatever decision is done is implemented without any delay. At each and every step from decision to implementation team work is visibly evident.

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

There are certain provisions made by DAV College Managing Committee, New Delhi for both teaching and non-teaching staff. Teachers are given facility of CPF and stress fund helped at the time of medical emergency. For permanent non teaching staff same provisions do exist. Besides that for non teaching staff with less than salary of Rs. 21500/- there is a medical service is available named ESIC. For this 0.75% of their salary is deducted from the employee's salary and 3.25% is added by management. Benefit of 4% is given to employees who are drawing salary less than 21,500/-. Fifteen staff members are taking advantage of this Scheme. Advance payment against salary is made available to both teaching and non teaching employees as per their requirement. Refundable and non-refundable loans are given to both teaching and non teaching members as per their requirement.

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

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document on providing financial support to teachers	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.

6

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

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

16

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.

Performance appraisal of teachers and non-teaching staff is done by way of

- ACR by DAV CMC, New Delhi
- ACR by Punjab Government for aided posts
- Evaluation and feedback of faculty by students

In all the cases appraisal is done in transparent and unbiased manner. Staff members are allowed to write their ACR as per their wish. Even there is provision to mention their grievances or they expect form the institution for their professional growth. For aided posts ACR is sent to the Punjab Government as well for their approval and grant is released only if ACRs are up to the mark. In case a staff member demands for His/her ACR, it is made available without any hitch.

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

Institution conducts internal and external financial audits regularly . For any material or services having financial implication must be demanded by the faculty members or committee made for the purpose. The demand/recommendation is approved by the principal or a committee made for the purpose. The material or service procured by the purchase committee is properly documented at more than one places (central office and department) in stock register and finally verified by the Bursar of the college. Before submitting to the external authority an internal audit is done by a professional chartered accountant before the closing of every financial year. External audit is done at two levels as our institution is being grant-in-aid institute is answerable to the two authorities namely- Punjab government and DAV College Management Committee New Delhi. Punjab government sends auditors to audit the grants disbursed and funds to be deposited in the treasury. DAV college CMC audits all incoming and outgoing funds from the institution and hence the balance sheet. The internal audit is done at college level before submitting to the external

authority. But it is pending due to COVID.

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)

INR 89,439

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	View File
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.

Mobilization of funds is done from State government, UGC grants from Punjab Government, grants from ICSSR and also grants from NGO's. optimal utilization of grants is done through various committees like sports committee, building committee, purchase committee. There are various committees and associations for each work. Sports refreshment and participation free ship, Financial support for co-curricular activities Stress fund for permanent teachers, Freedom to purchase books and soft resources (INFLIBNET), Duty leave for all sort of professional development activities, ESI medical care scheme, Annual Health Check up by ESI, Annually uniforms for winter as well as summer facilities are provided to staff.

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

Institution strive hard to bring quality in education. Remedial and enrichment classes for weaker and meritorious students respectively are held regularly. Technology enabled teaching learning process is provided. In house seminars for participation and construction of knowledge were organized and teachers also participated in seminars paganized by different colleges. Teachers were sent to participate in various to in-service programs. Introduction and experimenting new methods and strategies were implemented. Same subject teachers discussion sessions is a regular practice. In house curriculum revision exercises/debate recommendations were sent recommendations to the university. Nearly 30 activities were Chosen for supporting/substituting theoretical content. College level workshops were organized for training in new additions in the syllabus. Revision of activity calendar as a measure of covering different aspects of curriculum was also done.

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.

Review is done by Using technology and knowledge resources to attain the long term vision through formative and cumulative approach. Evaluation and analysis of University results is done to evaluate our system and performance. Also it is compared with our house test evaluation. Institutional performance is also evaluated in terms of success of students in qualifying tests like CTET, PTET, UGC/NET etc. Collection of placement data helps is assessing our position in the field. An annual review is also carried out in terms of completion of the syllabus and other eacademic tasks planned in the academic calendar. All these activities are carried out under the aegis of IQAC of the institution.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File

Any other relevant information	No File Uploaded
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6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

08

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 follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

Two of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://daveduabh.org/aqar-2020-21/
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://daveduabh.org/aqar-2020-21/
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

LMS and N-list are fully adapted; we used a lot during COVID period. Emphasis on e-learning content was our priority. In a row we have won overall trophy in zonal youth festival for consecutive last three years, which we would like to maintain the dominance. Quality research output was our main agenda. Teaching thinking, communication soft and generic skills remain part of the activity program. Expansion and renovation of infra-structure was continued. Community connection was strengthened. Assessment for our possibility to be a player in the recently proposed four year B. Ed. course was matter of our discussions and actions. Faculty development initiatives wwere continued. Institution strived to be an inclusive institute.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Institution has stated policy of energy conservation and using alternative sources of energy. Our building and other infra-structure is designed to be low energy consumption units. Institution is committed to reduce the energy consumption by way of installing low energy equipment and sharing energy resources between different units of the institution. Institution is committed to fulfill very soon the major part of its total requirements by way of solar energy. All the employees and students are motivated to reduce the wastage of electricity and fuel. Students and teachers are encouraged to share vehicles and use of non-motorised vehiclesfor commuting to the college.

File Description	Documents
Institution's energy policy document	View File

Any other relevant information	View File
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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.

Ours being a small institute and being an education college does not produce big amount of waste to be managed independently. Our majority of waste is bio-waste for which we have pits in the campus and is lifted by the municipal committee on regular basis. Institution follows minimum use paper policy to reduce the waste volume and saving the bio resources. Being in urban setting for sewage waste institution is connected to the municipal sewage line. Institution has an eco-club to carryout environment conservation activities. Our NSS unit also conducts activities directly or indirectly related to reduction of waste production and improving ambiance of the institution.

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

One 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

One of the above

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

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

Institution is a part of DAV Campus, situated in peaceful location having green ambiance all around. Green cover is maintained by caring the plants reinforced by regular tree plantation by Eco-club and NSS department. Cleanliness is taken care of by cleanliness committee with the help of sweepers and students in the form of one day NSS camps and other activities. Institution also employs daily wagers whenever felt necessary for maintenance and cleanliness. As far as pollution is concerned institution is a 'no plastic zone' without any exception. Being an education college we do not produce any non-biodegradable waste to be treated or managed.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

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

One 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	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

.04952

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

Institution leverages local environment by ways of resource sharing both human and material. Being part of DAV campus we share lot many physical facilities and material resources. Academic resources like library, laboratories and human resources are shared on mutual basis. From the community also people are invited to participate in institutional and students' academic and personality development. Various NGOs are offered our resources for carrying out their activities like staging a play, personality development camps, literary activities etc. In return NGOs support our cause by training our students for co-curricular activities, personality development and financial contributions. Community knowledge of various aspects like-safety, health, human rights is tapped through various experts available in society etc.

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

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

B. Any 3 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

Institutional Best Practices

Practice 1:

Title of the practice: Blended/hybrid learning in practice

Objectives of the practice:

1. To make education possible under all circumstances
2. To make learning easy and accessible
3. To inspire trainees to integrate technology in their teaching.
4. To make learning automated

Practice 2:

Title of the practice: Training/Mentoring/guiding school teachers in pedagogical aspects

Objectives of the practice:

1. To provide in-service training to school teachers
2. To share latest pedagogical knowledge with the in-service teachers
3. To earn reputation of "excellence in mentoring" for our institution
4. To give chance to our teachers to explore their talents
5. To showcase one of the USPs of our college to attract new admissions

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

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

Ours's is a Teacher Education institution, where morality is of utmost importance. Institution tries to inculcate moral behaviour among the would be teachers. Institution conducts weekly 'Hawan-Yajna' followed by a moral discourse by a faculty member or a guest or even by a student on every Thursday. Institution conducts a Dharam Shiksh Exam on behalf of our parent body DAV College Managing Committee, New Delhi. At the same time our students in good number participate in moral education exams conducted by organisation like Vedic Gyan Parchar Samiti, Fazilka, Sri Guru Gobind Singh, study circle, Abohar, Nishkam Sewa Society etc. Institution also observes 'Rishi (Swami Dayananda) Nirvan Utsav' and 'Rishi Bodh Utsav' linked with themes like Green Diwali and commitment towards dowry free marriage, caste discrimination free society etc. Teachers are well versed with the Arya Samaj Niyams (principles) and try their level best to observe these in work and daily life situations. Institution also tries it's best to integrate the Philosophy of the great supporter of Education Swami Dayananda after whom all DAV institutions are instituted. We are lucky enough working under the leadership of luminaries who happens to be Padamshree one after other leading the organisation most efficiently.

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