SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

D A V MODEL COLLEGE

D A V MODEL COLLEGE DHAMDHA ROAD, DURG, CHHATTISGARH
491001
www.davmc.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

D A V Model College, Dhamdha Road, Arya Nagar, Durg affiliated to Hemchand Yadav University, Durg is located at prime location of Durg City and is easily accessible. College has connectivity with various public transports especially train within 500 meters. It is a private college governed by Arya Shiksha Samiti Durg-Bhilai.

The functioning of college is decentralized through various committees and cells. Representatives from the management, principals, faculty members, eminent personalities, staff members, students, and alumni are part of the committees and cells. Transparency in the working system is one of the best features of our institution.

The Management, Director, Principal, Cells & Committees with the IQAC play an important role in framing policies and executing them we take decisions and plan strategies according to universities guideline programmes of study, academic regulations, curriculum, syllabi and framing evaluation policies.

Codes of professional ethics guide all stakeholders of the college about its principles of integrity, accountability, inclusiveness, commitment and sustainability. All stakeholders work within the institutional policies and practices so as to satisfy the vision and mission of the college.

Under the supervision of principal, cells and committee members plan for organizing curricular and co[1]curricular activities. The college practices a well-structured system of mentoring to provide proper guidance to the students in not only choosing the right career path but also to help them to become confident and emotionally secure individuals.

Our college is small in spite of having 100 seats and 100% result every year which makes our college proud, providing quality education as it is a means of empowering the students so that they can go for nation building under the guidance of their teachers. And recognize and fulfill our roles and responsibilities as equal contributors to make India a leader on the global map.

Vision

"D A V Model College aspires to be a leading institution in the state offering high quality teacher education to enlighten, emancipate and empower the students-teacher fraternity and to foster lifelong learning."

The vision of the college is not merely confined to impart knowledge in the classroom, but is a means of reinforcing values of love, compassion, equality and justice. We aspire to produce teaching professionals who would make significant and lasting contributions to the cause of education in the country.

Through exceptional professional education that is responsive and relevant to the challenges that practitioners face, we can equip and empower educators and institutions around the country to improve their practice in service of their students, schools, and communities. D A V Model College is focused on contributing to improve educational opportunities and outcomes for individuals across the entire lifespan. The college fosters academic and career success through the development of critical thinking, effective communication, creativity,

and cultural awareness in a safe, accessible and affordable learning environment.

We provide caring and nurturing environment where our students come into their own, blossoming into confident young Students ready to face the world. Untiring efforts are made to instill the values of mutual trust, team work and promotion of social capital, easy sharing of knowledge, skills and resources to create a vibrant society. At D A V, we appreciate, respect and promote the perspectives, rights and dignity of each individual.

Mission

  "We are committed to provide trained and committed teachers with multi-dimensional qualities and professional competencies in the field of Education."

D A V Model College is committed for educating the next generation of professional and academic leaders, who join us in transforming society through collaboration, innovation, and knowledge creation with "Quality in every activity".

Our mission is to teach strategies, practices, and tools for addressing educational problems and to prepare practitioners, policy-makers, who can develop equitable educational opportunities. We enable talented individuals to develop and express themselves fully and help them in becoming exceptional leaders in the field of education.

 The success of the institution's mission is driven by value-based ethical behaviour of its committed faculty members, staff and students. College believes that all aspects of education focus on the core values of contributing to national development while keeping in view the philosophy of having professional ethics and a sound uniform ethical conduct. The mission of the College is not merely confined to imparting knowledge in the classroom, but is a means of reinforcing values of love, compassion, equality and justice. We aspire to produce academically oriented, sensitive and responsible citizens who will contribute towards making the world a better place. We accompany and mentor our students so that they develop as students of competence, compassion and conscience, and empowered with ignited minds and hearts, pursue the goal of transformation of our society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. A pioneer institution for women's education in the National Capital Region, D A V makes an important societal contribution in addressing gender disparity in the field of education and academia through education, training, empowerment of women teachers.
2. Members of the Governing Body are eminent and experience academicians and administrators who contribute significantly while policy formulation and major decision of the College.
3. Proven track record of producing high quality teachers since its inception in 2011-12
4. Well qualified and experienced faculty actively involved in teaching-learning, research and extension activities.
5. Faculty members are provided opportunities to attend various faculty development programmes throughout
6. Participation of students in various sports and cultural activities

7. ICT enabled classrooms and Wi-Fi campus
8. 24/7 CCTV surveillance inside and outside the college
9. Easily accessible location of institution
10. Well ventilated and spacious classrooms
11. Well-furnished and air-conditioned classrooms, libraries and other amenities.
12. MoUs with different organisations to promote active collaboration with other organizations.
13. Highly committed and supportive alumni network
14. Time-bound examination system and declaration of results
15. Value-added courses relevant to current demand and trends
16. Library with large collection of books, journals and availability of separate reading rooms for students and teachers.
17. A well-defined student admission policy
18. The college is registered as a local chapter .
19. Adequate student support services.
20. . Internship opportunities and teaching practice for students in top schools.
21. Campus placement for students in best schools.
22. Transparent feedback system
23. The college follows a dialogic and feedback process with all the stakeholders.
24. The College admits students from diverse national and international backgrounds which promotes a multicultural environment in the campus
25. An active Internal Quality Assurance Cell (IQAC) plays a central role in the monitoring, augmentation and sustenance of the overall quality of the institution.
26. D A V strives to create a model of education that is based on fostering a culture of eco-friendly practices and making the campus environmentally sustainable.

Institutional Weakness

1. With a view on institutional growth and development, the number of

permanent teaching staff in the college needs to be increased

2. Space constraint for expansion

3. . D A V is primarily an undergraduate college which focuses on teaching and learning activities rather than on research. Therefore, there is a limited scope in enhancing the research practices in campus. Need more efforts in research work.

4. The College, being a constituent College under Hemchand yadav University, Durg is limited by the programme structure and curriculum prescribed by the University and therefore does not have much flexibility in this regard

5. Limited resources in the use of digital technology to enhance teaching-learning in campus.

6. No sanctions for higher education (Masters programme).

7. Limited facilities for differently abled students.

8. Non-availability of NSS scheme for students

9. Generation of funds is often a serious limitation in expansion and upgradation of campus facilities.

10. Presently, students do not get exposure of working with rural communities to develop insight into the realities of rural India

11. Problems to find sufficient alternative sources of revenue.

12. Non-Participation of students in activities at national and international level

Institutional Opportunity

1. College seeks to further increase its national linkages. While D A V Model College has a strong base of employer relationships, strategic engagement practices implemented at D A V would expand its reach to the employer community

2. Scope to expand into area of online education to cater to a potential student community that is unable to attend physical classes due to work or other commitments or distance

3. Students expressed a desire for more work-based learning opportunities. Given that today's work opportunities are largely contingent on networking and relationships, this student view is critically important

4. D A V employees expressed an overall need to develop more innovative partnerships with universities focused on practices that lead to increased student persistence and more developed educational pathways.

5. D A V has opportunities to serve a more racially and ethnically diverse student body, who may need various individualized services.

6. Focus should be on improving Research activities.

7. Increase in internship linkages for providing better opportunity to students.

8. To strengthen the quality of community outreach activities

9. Scope for providing research and post-doctoral studies.

10. local chapter for MOOCs courses.

11. To organize more faculty development programmes for professional growth of teachers

12. To introduce credit-based system of courses.

13. To use reputation for providing quality courses.

14. Can help the growth of backward sector students in an excellent manner

15. Possibility of enhancing courses and seats.

16. Introducing Master courses in the campus

17. Expanding partnerships and engagement opportunities within our society.

18. Availability of resources for differently able learners

Institutional Challenge

1. Motivating faculty for research by getting research grants from various funding agencies.

2. Publishing journal of D A V.

3. Linkages with Government organisations and various institutions at National and International levels.

4. To achieve excellence in academics by involving masses from socially weaker sections.

5. Not able to apply changes as suggested in NEP being an affiliated college

6. Curriculum Planning and Curriculum Development is not in control

7. Funding facility is not available

8. Non-performing students are threat that can impact enrollment, new partnerships, and revenue.

9. D A V is faced with increasing competition from many colleges in and around Delhi NCR.

10. After Covid 19 pandemic, D A V's enrollment has declined, which impacts revenue and programs.

11. Labor market trends appeared as a threat because of industries that hire personnel with minimal credentials and a boon in the local economy.

12. The admission criteria and examinations are controlled by the Hemchand Yadav University, Durg and only tutorials are held in the College.

13. D A V caters to a large number of students who hail from the marginalized sections of society, many of whom are first generation learners. The challenge of meeting their day-to-day educational and personal needs is an urgent and immediate need.

14. The initiation of any new academic programme requires a long and complicated procedure for getting permissions from multiple authorities which often delays the process.

15. The commercialization of education and change in the societal values present a challenge to the service motto of the College

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curricular aspect of **D.A.V. Model College, Arya Nagar, Hemchand University, Durg,** College executes the curriculum provided by university very effectively. Our college remains in direct contact with University for any changes or improvement in curriculum. Planning of implementation of the curriculum is done in a transparent and effective manner in the institution through academic calendar, session plans and time table. The syllabus, pedagogy and infrastructure have been regularly upgraded to remain responsive to changing needs. Academic processes are streamlined with timetables, workloads and other administrative tasks prepared well in starting of new session. While planning curriculum implementation, focus is given on PLOS and CLOs of the program. Teachers and students are also oriented about them during teacher induction programmes and student orientation programme respectively.

Elective papers in the curriculum have always been retained to maintain flexibility and responsiveness to changing environments. The students are given choice to choose elective courses based on their aptitude, skill and aspiration. To develop skills and for professional enhancement of students, college has introduced many Value-Added Courses and Self Study Courses for the students. The curriculum is designed by university in such a manner that student can naturally learn the cross-cutting issues. Faculties also try to inculcate the national and international cross-cutting issues in the classroom. Seminars, Project work and Group Discussions have been organized on different topics to develop a constructivist approach. Experiential learning through internships projects and field trips is specifically facilitated.

The college engages its staff and students in several co-curricular activities and commemorative day celebrations, extension and outreach programmes etc. to enrich them with wide variety of co-curricular developments -Gender sensitization, awareness to environmental issues, shaping moral and ethical values, better career options and community orientation.

As a learning organization we focus on improving, so continuous process of obtaining feedback from different stakeholders is followed to make our students employable and a good citizen of the society. Feedback is analysed and reports of action taken on it are displayed on the college website. The college strives for the empowerment of women through quality education.

Teaching-learning and Evaluation

The institution ensures access and support to students from all sections of society. Reservation policy is followed by the college during admission process.The college has a well-designed policy for students. The institution assesses the different types of learners and their level of readiness for course with the help of Diagnostic and Learning Readiness Test, Talent Hunt and Class room interaction, last year marks after the admission. Academic support is provided to students according to their learning level assessed. Bilingual approach is used in teaching learning process to cater the needs of different studentsThe college has a "Mentoring Policy" to provide the students support on issues related to their strengths, weaknesses, prospective opportunities and challenges faced in relation to curricular and co-curricular aspects.

 The college has been upgrading its infrastructure regularly. Faculty members focus on developing econtent. Students are motivated to use ICT support for their learning, practice teaching, internship and co-curricular

activities. Extension activities provide exposure to students about recent developments and are encouraged to think critically be innovative and creative in tasks assigned to them.

Different opportunities are provided to the students to develop competencies and skills related to school based practices, communication, construction of assessment tools and organizing events etc. Internship is planned very systematically in renowned schools of DURG(C.G). Effective monitoring mechanism is in place during internship programme.

The college has well qualified faculty involved in teaching-learning and research. Teachers are regularly updated with the teaching-learning and evaluative methods by organizing various workshops and in-house discussions.

Continuous Internal Evaluation is done in accordance with academic calendar maintaining transparency and fairness in evaluation. Assessment is incorporated into the learning process to achieve the PLO's and CLO's of the course.

The institution has an effective Grievance cell for redressal of grievances. Performance of the student is evaluated to identify how much learning needs of the students assessed at entry level have been achieved.

Infrastructure and Learning Resources

The college has adequate infrastructure facilities and resources as per NCTE Norms. The college has built up area of 1549 sq. m, that consists of Multipurpose Hall, Classrooms, Sports Room , Staff Room, Girl's Common Room, Canteen, Library-Cum-Reading Room, Laboratories, Principal's Office, Administrative Office, Store Room are also available. Curricular and Co-curricular activities are taken up in the multipurpose hall and MultiPurpose Play Field available in the college.

The library has Wi-Fi enabled and well equipped with all the facilities for students and faculty members and it consists of wide varieties of text books, reference books of various subjects, magazine and journals. Library is partially automated and possesses an Integrated Library Management System, ILMS: 'http://library.davmc.org/' which provides a user friendly interface for searching documents in the library and their issue status. http://library.davmc.org/ is the platform chosen and subscribed for managing remote access of library. The institution has NCTE Journals & . To keep pace with the academic growth institution provides Wi-Fi facility for staff and students. The college makes great efforts to provide the latest technology to students, keeping them up to date with the world. ICT facility is available to students and staff for activities related to teaching-learning process. Over the years college upgrades its hardware, software and allied ICT facilities according to requirements.

The need for the purified water is pacified through the water coolers set uped. Enough toilet blocks for female and male are available in the college. There is also a canteen in the college premises, providing hygienic breakfast, , coffee, tea, snacks and refreshments at nominal cost. Uninterrupted electricity supply is ensured in the campus with the help of inverters and UPS systems. The maintenance and renovation of the learning resources and facilities in the college is funded by the management, and is done as and when required.

Student Support and Progression

D A V Model College puts efforts on capability building and skill enhancement of students by providing opportunities of career and personal counseling , development of academic skills, technical skills and organizational skills, e-content and online assessment of learning. College is committed to excellence in all spheres therefore various support facilities like vehicle parking, common room, first aid, safe drinking water, canteen etc. are provided to students.

Grievance redressal cell, Internal compliance cell and Anti-ragging committees are constituted in the college for student grievances with transparent mechanisms. The Grievance Redressal Cell resolves their academic and administrative grievances both offline and online at the earliest. Students with financial constraints are offered scholarships and concessions. The institution facilitates welfare measures to support the deserving students with fee concessions.

D A V has democratically elected student council guided by faculty members which is primarily framed for having students' representation in various activities. Student welfare council provides support to the students wherever it is required.

Placement cell established in the college assists students in on and off campus placement. Various type of workshops are organized for students for preparing them for interviews. Students have been motivated for progress to higher education and support for qualifying competitive examinations by providing guidance to them. The progression of girl students towards higher education is increasing year by year.

Co-curricular activities are given the pride of place and are a vital part of the life of the students in D A V. The institution extensively focuses on various activities in different areas. Intra and inter college platforms are provided to the students to showcase a wide array of co-curricular activities.

The college has an active Alumni Association. Alumni participate actively in institutional functioning, work closely with the students and the college at large providing guidance and mentorship as well as financial assistance. The college aims at developing the all-round personality of students through student centric education by providing healthy environment and supportive resources for student progression and wellbeing.

Governance, Leadership and Management

The Governance of the college is very democratic, transparent and decentralized. All stakeholders are encouraged to participate actively and voice their perspectives for effective decision making and policy formulation. The leadership strives to maintain an open and interactive environment to achieve mission of college. The college practices decentralization and participative management through different Committees & Cells.

College has a perspective plan and all academic and administrative activities are carried out in accordance with it. The functioning of the institutional bodies is effective and efficient which is clear from the organogram and cell structures. Their expertise has benefitted a lot to the college in completing the perspective and strategic plans. They share their expertise and expectations to prepare the perspective plan and encourage deploying it successfully. Staff meetings are held periodically for the effective planning and implementation of teaching, learning and administrative programmes. Student Council meetings are also held at regular intervals to address student related issues. Transparency is maintained in faculty appointment procedure and service rules.

There are a number of welfare measures for the benefit of teaching and nonteaching staff. They are also

provided with opportunity and financial help to attend professional development programmes. The college has organized Faculty Development Programmes. Performance of the teaching and non-teaching staff is assessed through the appraisal System. The college conducts regular internal and external audit and prepares annual budget.

The IQAC and other mechanisms coordinates all the quality-related activities by developing an organized methodology of documentation and internal communication, enhancing and integrating the various activities of the college and ensuring the adoption and dissemination of good practices. IQAC gathers online feedback regarding the effectiveness of the teaching-leraning process. Various quality initiatives for improving the quality culture are taken by the Institute under the guidelines of IQAC and Other Mechanism.

Institutional Values and Best Practices

D A V has always pioneered in displaying the best institutional values and practices. Environmental consciousness has been an integrated component of the college activities .The institution is committed to sustainable development and protection of the environment. Its engagement to social and environmental issues is very evident. College is trying to nurture values about the emerging challenges and pressing issues. The institute has developed framework and energy guidelines adhering to national policy for energy conservation. The institute is conscious of its activities generating waste and ensures that all the waste is used & disposed responsibly. Solid, liquid and e-waste management system is working as per the norms

The institute has been implementing number of national guidelines to conserve and manage water resources in the campus. Rainwater harvesting project to preserve ground water has been implemented. The institute promotes and aligns goals to national mission of Swatch Bharat which bring about change in behavioural and attitudinal aspect of habitants. The institute highlights and takes care of every basic parameter of maintenance of cleanliness like-personal hygiene, safe water, waste water disposal, solid waste disposal; food hygiene and environmental sanitation. Solar panel has been implemented in the college.

 College is at advantageous location in every aspect and provides lush green locality to students. Institution has prescribed code of conduct for students, teachers. Code of Conduct for students is mentioned on the website. Self defense workshop and scout and guide camp for students are the standing pillar of the college providing D A V Model College a stronghold among the students

 The college has maintained its distinctiveness with its vision and mission by instilling a sense of self worth and value for the planet Earth. Initiatives to educate students about the importance of environment conservation and develop a sense of their roles & responsibilities towards environment protection have been taken.

Research and Outreach Activities

D A V Model College is keenly involved in creating and promoting a research culture amongst the faculty and students. College in its institutional budget makes provision for research and development. SCE has designed the 'Research Policy' to promote the research, thus motivating the faculty members and students of the SCE to undertake the activities by adopting a policy of integration support. Seed money, study leaves, organizational support is provided to faculty engaged in research. Satyam College of Education aims at providing opportunities to students to come out with new ideas as trying Innovation increases student's chances to react to changes and discover new opportunities. Our faculty members publish books and research articles in UGC

approved journals.

D A V Model College has been recognized for its innovative outreach activities. Focus on extension activities and outreach activities for students to sensitize them to work for social change in the field of education, awareness, empowerment of women, environment protection and other social issues for inclusive society is an indispensable part of curriculum. Internships and fieldtrips are encouraged to strengthen experiential learning. To meet the emerging academic and research needs, faculty enrichment programmes, seminars, symposiums, special lectures and workshops are regularly organized.

The college is upholding ambiance via establishing the MoUs, linkages and collaborations with Universities, Academic institutes, Education Colleges, Schools and NGOs for different types of activities, for on-the-job training and internships These have helped in expanding the horizons of learning for students and faculty members.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	D A V MODEL COLLEGE
Address	D A V Model College Dhamdha Road, Durg, Chhattisgarh
City	Durg
State	Chhattisgarh
Pin	491001
Website	www.davmc.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Padma Agrawal	0788-2355250	9826197467	-	contactdavmc@gmail.com
IQAC / CIQA coordinator	Usha Sahu	0788-4037992	9827159175	-	usharajesh0001@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Chhattisgarh	Hemchand Yadav University Durg	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
NCTE	[View Document](#)	30-09-2011	60	AFTER THAT EVERY YEAR AFFILIATION BY STATE UNIVERSITY

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	D A V Model College Dhamdha Road, Durg, Chhattisgarh	Urban	2.100396	1549

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Teacher Education	24	GRADUATION	English,Hindi	100	200

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				5
Recruited	0	0	0	0	0	0	0	0	0	5	0	5
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				11
Recruited	0	0	0	0	0	0	0	0	0	11	0	11
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	2	6	0	8
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualificatio n	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	4	0	4
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualificatio n	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	11	0	11
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	3	1	0	4

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	130	0	0	0	130
	Female	70	0	0	0	70
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	2	5	7	5
	Female	7	5	3	6
	Others	0	0	0	0
ST	Male	7	10	12	18
	Female	11	18	15	5
	Others	0	0	0	0
OBC	Male	31	21	35	43
	Female	24	24	18	14
	Others	0	0	0	0
General	Male	10	5	6	4
	Female	8	12	4	5
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	100	100	100

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	National Education Policy (NEP 2020) envisions an education system rooted in Indian ethos that contributes directly to transforming India that is Bharat, sustainably into an equitable and vibrant knowledge society.The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens. In order to provide the holistic academic growth among students, Inter-disciplinary curriculum has been proposed by NEP which gives freedom to the student to choose their preferred options from the range of program .The NEP 2020 calls for structural changes, regulatory reforms, and introduction of holistic & multidisciplinary curriculum. Its biggest impact

	would be the change in the learning environment and the learning process for the students. The purpose of quality higher education is, therefore, more than the creation of greater opportunities for individual employment. It represents the key to more vibrant, socially engaged, cooperative communities and a happier, cohesive, cultured, productive, innovative, progressive, and prosperous nation. In order to fulfill the Objectives of NEP, our college will draft a roadmap for incorporating the features of NEP 2020. A discussion among management, principals and head of departments to understood the draft and different aspects of NEP. Such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. D A V of Institutions organized an international conference on "Reflections on holistic, multi-disciplinary and futuristic aspects in higher education". To develop an understanding about the implementation of NEP in higher education. Already we are using different innovative methods and technique like Blended learning, team teaching, correlation,integration to provide multidisciplinary and interdisciplinary experiences to the would-be teachers. A guest lecture was organized on Education 4.0 to develop an understanding about fourth industrial revolution and about transforming the future of education using advanced technology and automation. During this pandemic we have organized different workshop for our students to provide them training about online teaching and learning. D A V is an affiliated college of Hemchand Yadav University, Durg. As an when University prepares or provides a curriculum or guideline to implement the multidisciplinary / interdisciplinary structure of New Education Policy the D A V will abide by it. This institution has already proposed and started creating enough infrastructure and planning to allow such facilities.
2. Academic bank of credits (ABC):	The Academic Bank of Credits (ABC) will be of great help to the students. . It will allow students to take courses as per their vocational, professional, or intellectual requirements. It will also allow them for suitable exit and re-entry points. This will enable students to select the best courses or combinations that suit their aptitude and quest for knowledge. The

	ABC can allow students to tailor their degrees or make specific modifications and specifications rather than undergoing the rigid, regularly prescribed degree or courses of a single university or autonomous college.
3. Skill development:	The NEP 2020 envisioned for the holistic development of youth with emphasis on raising Gross Enrolment Ratio (GER) but also on skill development as the main factor to make mission 'Self Reliant India' possible, there is revived approach towards running vocational courses to be offered by higher education institutes. UGC has introduced DeenDayal Upadhyay KAUSHAL KENDRAS (DDUKK) for promoting vocational education in continuation to its initiatives for introducing community colleges and B.Voc.Programmes realizing the importance and the necessity for developing skills among students, and creating work ready manpower on large scale. To understand Vocational education we had conducted a virtual discussion session among all faculty members on vocationalization of education as per NEP 2020. We are exploring the vocational courses useful for the local need; 'Vocal for Local' to explore the vocational courses useful for the local and course need.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Indian Knowledge system will include knowledge from ancient India to modern India and clear sense of India's future aspiration with regard to education, health and environment. D A V celebrates Hindi Diwas to encourage Hindi learners and understand the cultural values permeated by the literary works in Hindi Further, Indian Ethos and professional Ethics , Indian culture and heritage in curriculum of B.Ed. ,teaches cultural values in Indian tradition so a would be teacher imbibe value orientation. Through Drama and art in education we provide them exposure toward Indian culture. The college is planning to host events, lecture series and performances open to the larger community to promote Indian Knowledge Systems, languages, culture and values.
5. Focus on Outcome based education (OBE):	D A V has adopted Outcome Based Education (OBE) for B.Ed. programme. Learning Outcomes have been appropriately defined at Programme&course level (PLOs/CLOs), and appropriate learning experiences are designed and delivered to facilitate attainment of the stated learning outcomes. Outcomes are assessed

	and attainment analytics are used to improve the academic quality. B.Ed. course is designed with outcome centered on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating.
6. Distance education/online education:	The National Education Policy 2020 envisions a complete overhauling of the higher education system to overcome constraints that prevent equity, inclusion and diversity. The policy propagates that HEIs that fulfill stipulated criteria should offer ODL and online programmes so as to reach out to geographically and socio- economically disadvantaged groups. Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Due to Covid -19 pandemic, educational institutions in the country has increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. This can be considered as the new normal, which is envisaged in New Education Policy as well. Institute has successfully imparted its course content delivery in online mode during the Pandemic (COVID-19) and also conducted online examinations successfully by using our own team. For increase in focus on the skill improvement and competency development of the students, it is essential that an identified set of skills and values will be incorporated into higher education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	NIL
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	NIL
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from,	NIL

assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	NIL
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	NIL

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	98

File Description	Document
Institutional data in prescribed format	View Document

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	100

File Description	Document
Letter from the authority (NCTE / University / R	View Document
Institutional data in prescribed format	View Document

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
90	83	82	80	57

File Description	Document
Institutional data in prescribed format	View Document
Central / State Govt. reservation policy for adm	View Document

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	98

File Description	Document
List of final year students with seal and signat	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	98

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated result sheet of graduating students	[View Document](#)

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	98

File Description	Document
Institutional data in prescribed format	[View Document](#)
Enrollment details submitted to the state / univ	[View Document](#)

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	12	12	10	7

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	2	3

File Description	Document
University letter with respect to sanction of p	[View Document](#)

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
2588431.80	2442223.10	1164704.55	835352.20	592232.85

File Description	Document
Audited Income Expenditure statement year wise d	[View Document](#)

3.2

Number of Computers in the institution for academic purposes..

Response: 20

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

Response:

Curricular aspects of B.Ed.course in DAV Model College are governed by Hemchand Yadav University,Durg as it is an affiliated college. For the effective implementation of the curriculum along with these, the broad vision and goals of college are kept in mind. We have various wellstructured processes that enable communication and dialogue among the various stakeholder groups and the university within the larger societal contexts. The college level committees prepare broad guidelines and frameworks to suit requirements of different courses under B.Ed.

Meetings are held before the start of new semesters to discuss and plan in advance the execution of courses in the subsequent semester. Teaching focus, class assignments, internal assessments, use of reference materials for teachers are discussed. The college has a practice of inviting external experts with the view to ensure quality of education, and objectivity in the teaching-learning processes. We at DAV also focus on Mid semester curriculum planning meetings to ensure whether any plan is being followed or any changes required.

The feedback taken from the students at the end of the session gives us an overview of what should be improved in order to make the teaching process and content more student friendly.

Being an affiliated institution of Hemchand Yadav university, we do not have much leverage in revising or removing the content.

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

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1.   Faculty of the institution 2.   Head/Principal of the institution 3.   Schools including Practice teaching schools 4.   Employers 5.   Experts 6.   Students 7.   Alumni

Response: A. Any 5 or more of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through 1.   Website of the Institution 2.   Prospectus 3.   Student induction programme 4.   Orientation programme for teachers

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	[View Document](#)
Report and photographs with caption and date of student induction programmes	[View Document](#)
Prospectus for the last completed academic year	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
URL to the page on website where the PLOs and CLOs are listed	[View Document](#)
Paste link for additional information	[View Document](#)

1.2 Academic Flexibility

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

Response: 50

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

2021-22	2020-21	2019-20	2018-19	2017-18
06	06	06	06	06

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	12	12	12

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

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

Response: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 95.98

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

2021-22	2020-21	2019-20	2018-19	2017-18
87	99	98	96	98

File Description	Document
Upload any additional information	[View Document](#)
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)
Paste link for additional information	[View Document](#)

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

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

Response: A. All of the above

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

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

Response: 5.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
26	0	0	0	0

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

1.3 Curriculum Enrichment

1.3.1 Curriculum of the Institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas

Response:

Response:

D A V Model college conducts induction/Orientation program for the newly admitted students to provide them an understanding in the field of education which prepares them for B.ed the PLO and CLO of the program are made aware. Curriculum is offered by the institute, the curriculum provided provides student with an opportunity to acquire knowledge, skills, values and attitudes related to various areas of learning.

- D A V Model college organizes various programs like compassion for self and society, SVEEP Program, Go green , Parivartan etc. so that the student can learn to engage with social and cultural issues in a creative way.
- Faculty members are encouraged to participate In orientation programmes, workshop to make the course delivery effective.
- To make the teaching-learning process more effective and learner-centred PBG program has been included.
- D A V model college affiliation with Hemchand Yadav University Durg The institute's curriculum helps the students to acquire systematic knowledge and develop various skills such as skill development program which inculcates micro learning skills like – induction skills, stimulus change, questioning, retrieval skills, Black-Board writing skills, student participation and audio-visual skills.
- The institute organizes various competitions and program for inculcation of values in the students. Such as Rangoli competition, debate, antakshari, cooking, music and dance competition and outdoor – in door games are conducted.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)	

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

Response:

Response:

D A V B.Ed college follows curriculum prescribed by the Hemchand Yadav University, Durg. It is a balanced curriculum for the training for teachers in the role of diversity and equality in the teaching learning process. The objective of the college is to produce efficient teachers who not only possess teaching skills and competencies but are also well-versed with the school system in which they have to work. He is also aware of the style in which he has to work. In this stream students are made aware about the development of school system in india by giving information about various commissions, policies or acts. They are exposed to popular boards in india like CBSE, State Board, NCERT etc. Students get to know about all these important aspects of diversity in school education of india was given.

- Information was given about the development and project of the school system in india after independence.
- Knowledge of diversity in respect of functioning norms, evalution system of various boards of school education in india.
- Thoughts on various educational, social and psychological issues.
- The theory subject "Sociological Perspective Of Education" of second semester is a school based course which provides an insight into the post-independence school projects. It shows the diversity and equality and disparity of the society. Along with this, it focuses on the problems of the society and the democratic functioning of the society, national integration, international understanding and their interrelated aspects.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Action plan indicating the way students are familiarized with the diversities in Indian school systems	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response:

Response:

The designed curriculum helps students to understand the interconnectedness of various learning engagements as well as steadily getting ready how they enter from lower to higher class and in the fourth semester become completely ready for the professional field.

In this direction number of practical courses are introduced to students which start from their first semester with Orientation and demonstration of Micro Teaching skills.Here focus is on lesson planning and teach-re-teach of different teaching skills namely Set Induction,Questioning,Explanation,Illustration with Example,Stimulus Variation & Reinforcement.After this for enhancing student teacher skills Integration Lessons are introduced,opportunity is given to practice various skills of teaching in an integrated way.

In second semester student teachers move to a higher level and engagement with field is done where the student teachers are supposed to plan and conduct lessons of 30 minutes duration in schools under guidance of teacher educators.Here emphasis is given on using appropriate teaching aids,models of teaching,games,questions,illustrations,scope for students active participation.This Practice teaching is followed by Internship of Two weeks in a school,where students are involved in ots of activities like Study of time tables,year Plan of schools,co-curricular activities conducted in school,Morning assembly and Display Boards of school, observation of school facilities such as science laboratory, library, playground and sports facilities, computer laboratory, geography room, drawing room, music room etc .

In the third semester the level of learning even gets higher.The internship is conducted in schools for eight weeks. The activities which our student teachers have to do are taking attendance of a class, preparing reports, efforts by school for increasing attendance, assessing homework/assignments/ journals of a class,

Planning and conducting 5 lessons/ subject on any one unit through applying constructivist principles. Conducting any activity for fixation and enrichment of knowledge of students and developing interest of students through assigning any project,preparing and implementing a unit test including essay type, short answer type and objective type test items and making blueprint under guidance of teacher in school and assessing answer sheets , presentation and interpretation of result ,giving feedback to students.Along with this student teachers are supposed to plan and conduct four lessons per subject.

In the fourth semester the Internship in schools is of Eight weeks.The scope of learning is of very high level. Using a constructivist approach in teaching, Identifying learning difficulties of students and preparing and implementing remedial material. Preparation of test items,Learning about various registers in office,Conducting assembly and writing bulletin board, Organization of cocurricular and health related activities,Conducting interview of headmaster to know more about school functioning, innovative practices,etc.

At the end of fourth Semester our student teachers prepare a Portfolio file the objective is to enable the students organize ideas, thoughts and evidence systematically,- express ideas and thoughts about various aspects of education , reflect on experiences obtained during the B.Ed. program. This reflection provides the analysis and insight about the student teacher's process of discovery and teaching improvement.

Thus all these activities which move from lower to upper level prepare students for their Professional field.

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

1.4 Feedback System

1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from

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

Response: B. Any 4 of the above

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

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

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

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 99.6

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approval letter of NCTE for intake for all programs	[View Document](#)
Any additional link	[View Document](#)

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
90	83	82	80	57

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

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

Response: 0.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	1	2	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

2.2 Honoring Student Diversity

2.2.1 Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students..

Response:

Response:

Details of Assessment process to identify learning readiness and learning needs acc to diversity that exist among students

The college takes every measure possible to understand the needs and requirements of the students before the commencement of the program. Students are counselled at the time of admission and an Orientation program is organized in which students are familiarized with the course, mode of internal assessment as well as facilities available in college. Teachers before beginning their courses informally get the pulse of the students in the class, their knowledge about the course and their comfort level with medium of instruction. Students with diversity are identified through , Previous year marks, Classroom Participation and conducted at entry level and are nurtured according to their needs. The entire teaching and non-teaching faculty are sensitive to the diversity. They are provided an appropriate learning environment based on the needs of the students. Their academic needs are assessed and Department makes sure that they provide the required support to the student, be it technological or verbal, to ensure better learning

Academic Support

Students are informed about their level of learning and support is provided to them accordingly. D A V is focused to provide every type of possible academic support to the students. Some of them includes Guest Lectures, Workshops/Seminars, Group Discussions, OER, Bridge Courses, Remedial classes, Supervised study sessions, Contact with external agencies etc. A well-stocked library and computer resource center provide all students access to books, journals and e-resources. Academic Support is provided to different types of learners in different ways as discussed below:

For Moderate Learners-Well framed Time table which includes all type of activities and classes is top most priority. Peer tutoring is emphasized so that all types of learners can be benefitted. Guest lectures are also arranged for them.

For Advance Learner-Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus. They are provided with the open educational resources to read in detail. They are provided with the opportunities to participate in different types of events that are arranged for them by contacting external agencies like McMillian project and Odyssey Of Mind to showcase their talent in best possible way. Different types of Seminars and Workshops are also arranged for them.

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

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2.   Peer Feedback / Tutoring 3.   Remedial Learning Engagement 4.   Learning Enhancement / Enrichment inputs 5.   Collaborative tasks 6.   Assistive Devices and Adaptive Structures (for the differently abled) 7.   Multilingual interactions and inputs

Response: D. Any 2 of the above

File Description	Document
Reports with seal and signature of Principal	[View Document](#)
Relevant documents highlighting the activities to address the student diversities	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

Response: As an institutionalized activity in accordance with learner needs

File Description	Document
Relevant documents highlighting the activities to address the differential student needs	[View Document](#)
Photographs with caption and date	[View Document](#)

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 8:1

2.2.4.1 **Number of mentors in the Institution**

Response: 12

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

2.3 Teaching- Learning Process

2.3.1 Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning

Response:

Response:

DAV Model college has designed a mechanized system for utmost learning for which the teacher educators extensively employ interactive and participatory approach in the transaction of their teachings for enhancing students' learning. The focus is on adopting multiple modes like experiential learning, participative learning, problem solving methodologies, focused group discussion, online mode through involving different activities and the college has also made policy upon multiple modes of learning.

Experiential Learning

Demo and Practice sessions for Micro teaching skills, Demo and Practice sessions for integrated teaching are organized in a simulated condition. Students are given opportunities to go in real classroom situations and do their Practice teaching and Internship under the supervision of their teacher Educators.

Students are taken for Field Visits to different places like Sangeet vishwavidyalaya Khairagarh, Kamdhenu vishwavidyalaya Anjora, MSME Praudyogik Kendra Rasmada, Durg etc., so that they can gain first hand experiences. Students are also assigned tasks to be conducted in the field for experiential learning like spreading digital awareness among people etc.

Participative Learning

To ensure student centered learning, the institution organizes different guest lectures and workshops and also encourages students to organize class seminars, making teaching learning materials, organizing, participation in programmes both intra and inter college competitions etc to develop participative learning among all the future teachers.

Brainstorming:

Different individual and group activities like Quiz competition, Debate, Group Discusssion and Seminar are conducted with the students to express their thoughts and motivate them to generate ideas of their own. This practice is also adopted by teachers in the classroom teaching and also in pedagogy subjects so that teach trainees also learn how to use this as a method in their teaching.

Focused group discussion

Teacher educators teach through a lecture cum discussion method in class so that students can enhance their learning by contributing their thoughts and knowledge in the class. In the discussion sessions students are the active members of the class environment and they are monitored by the teacher facilitating an aura of a healthy discussion.

Online mode

Conducting online classes through Zoom, Google Meet, Use of different tools like Use of WhatsApp groups, sharing of e-resources with students, sharing different links with students all these efforts are made by teachers to enhance learning of the students. Opportunities for conducting online surveys are provided to students. Various online assessment tools like google forms etc are also taught to the students which can be used by them further.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response: 7.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	0

File Description	Document
Data as per Data Template	[View Document](#)
Link of LMS	[View Document](#)

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

Response: 55

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

Response: 55

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional Links	[View Document](#)

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

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

Response: A. Any 4 or more of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link of resources used	[View Document](#)

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

Response:

Response:

DAV Model college has provision for continual mentoring for the students studying in the institution. For this the college has established a Mentor Mentee committee in which the student and the teachers work together for providing continual support to students for developing their academic and professional abilities. In this regard efforts are made by the mentors in different aspects:

WORKING IN TEAMS

As team work leads to attainment of growth and success. Thus, efforts are made by the mentors to develop student's capabilities of working in teams. Guidance is provided to students like:

Developing students' listening and speaking skills.

Having positive attitude towards things

Focusing on strength of team members

Show gratitude

Accept and Appreciate differences

Sharing Responsibilities with colleagues

It is expected practicing all this in professional life will lead to effective team work by the students.

BALANCING HOME AND WORK STRESS

Being in any profession brings lots of responsibilities along with it. After completing B.Ed. programme the student's enter schools and it brings lots of challenges to adjust home with work. Lots of stress of maintaining balance between the two is a common issue. Thus the students' does not suffer with any of such stress. Mentors at DAV work for the welfare of students by guiding them for the same.

*Prioritize your time

* Set manageable goals each day

*Be realistic at home and work place

*Practice meditation and yoga Be efficient with your time

Thus, Mentors at D A V maintain a cordial relationship with the Mentees and are always inclined to help in developing the professional capabilities of their students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: C. Any 3 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Response :

The teaching learning process at DAV Model College focuses on nurturing creativity, innovation, intellectual and thinking skills, and empathy and life skills among the students. The teaching pedagogy has been modified over time to facilitate the holistic development of the students. Students are constantly assigned different tasks and teachers encourage students to think divergently.

creativity

Creativity is a phenomenon whereby something new is created; It involves changing the thoughts and imagination of the students. Students are given an opportunity to enhance their creativity in the direction of:

Case 1

Dishes of Chhattisgarh

Many dishes are made in the Indian state of Chhattisgarh. Mainly made from rice flour, wheat flour is also used in many recipes. Cheela, Fara, Tilgud, Agakar Roti, Khurmi, Thethri are the main ones.

Case 2

Regional details of production of major crops in the state of Chhattisgarh

Apart from Dhamtari, paddy is cultivated twice a year in a large part of Sarguja, Surajpur, Balrampur, Jashpur in the northern region of Chhattisgarh. The total production of paddy in Chhattisgarh is 6976.23 thousand metric tonnes (2002.5). At the divisional level, the highest production is 1000.66 thousand tonnes in Raipur district, the lowest production of 123.5 thousand tonnes has been reported in Korea district.

new thinking

Innovation in education encourages teachers and students to explore research and use resources to uncover something new. Thus to encourage innovative thinking among the students of our college efforts are made by the teachers and students in various ways.

case 1

The teachers encourage the students to involve themselves in the research projects which gives innovative ideas to the students. Here the teacher gives detailed information about the purpose, meaning and process of research. Research project can be done in the form of survey or experiment. Students are expected to work on various problems like handwriting problems, homework, attendance, reading and writing, communication problems, disciplinary problems, disinterest etc. They work on and through this they come up with innovative solutions for the same for their research work.

intellectual and thinking skills

Flexible thinking and intellectual skills in this age help in processing, analyzing and combining all sources of information in order to select the most appropriate solution and also have the ability to modify it if necessary. The teachers of DAV Model College strive towards developing these skills through various assignments.

case 1

To enhance the intellectual skills of teachers teachers of students in DAV to focus on learning the concept of designing concept maps to the students. Here teachers make students aware of different types of concept maps by giving examples from different subjects.

empathy

Empathy involves feeling the other person's perspective rather than just your own. Empathy helps us cooperate with others, form friendships, make moral decisions, and intervene when we see others in trouble.

case 1

B.Ed. Practical Course of "Understanding Self" in. The courses at DAV provide teachers with an opportunity to develop sensibility, flair and skills that will later help in the personal development of their own students while they teach. This includes activities such as understanding yourself in relation to your students and classroom situations, studying adolescent issues, studying case studies of different children who grew up in different situations. All these activities are done by student teachers under the guidance of teacher educators to develop a sense of empathy.

Case 2

Curricular activities in DAV provide an opportunity to visit any Government/Non-Government organization working for women empowerment/women related issues, students are required to make a report after observing the culture of the organization which shows empathy develops a sense of

life skills

Life skills is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively deal with commonly encountered issues and problems in daily life. Enables you to handle it properly.

File Description	Document
Any other relevant information	View Document
Link for additional information	View Document

2.4 Competency and Skill Development

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

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

Response: A. Any 8 or more of the above

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

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson

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

Response: A. Any 8 or more of the above

File Description	Document
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

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

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

Response: A. All of the above

File Description	Document
Details of the activities carried out during last completed academic year in respect of each response indicated	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.4 Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses

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

Response: A. All of the above

File Description	Document
Documents showing the different activities for evolving indicated assessment tools	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

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

Response: E. Any 1 or none of the above

File Description	Document	
Documentary evidence in respect of each response selected	[View Document](#)	
Data as per Data Template	[View Document](#)	
Any other relevant information	[View Document](#)	
Link for additional information	[View Document](#)	

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

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

Response: A. All of the above

File Description	Document
Report of the events organized	[View Document](#)
Data as per Data Template	[View Document](#)

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

1. **Library work**
2. **Field exploration**

3.Hands-on activity

4.Preparation of term paper

5.Identifying and using the different sources for study

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

  Response :

1. Selection/Identification of Schools for Internship: Participation/On request:

   This is done taking into account the following parameters and at the request of the schools:

• The subjects of the students are taken into consideration while selecting the schools and it is well oriented and guided for both the schools and the students.

• Accessibility of schools to students is another focused parameter for which choices are taken from the students.

• The medium of instruction (Hindi/English) of the student is also considered before handing over to the Practice Teaching School.

1. Orientation of the School Principal/Teacher:

  • The Principal of DAV Model College interact (verbally and/or email) with the Principal and teachers of the school one-to-one, and inform them about the activities that should be performed by the interns.

• The list of activities is shared with the Principal of the school through email.

1. Orientation of students going for internship:

   The following methods are used for orientation of students towards internship:

• Students are informed about school requirements and do's and don'ts within the school.

• Guidelines are given to the students for their appropriate behavior with the school authority, students, parents and dress-code as a part of their teaching practice.

• Students are informed about the various school curricular and co-curricular activities that they have to undertake during the internship, and the resources required to conduct these activities such as teaching aids etc.

1.Defining the role of the teachers of the institute:

The College defines the roles of teachers in the following way:

• Orientation of student teachers is done by the school coordinator and college teacher on the first day of internship in the school.

• Teachers provide valuable exposure to internships by visiting the school and ensuring regular check-ups.

• Student's doubts are discussed with the school and a smooth flow is ensured by the teachers.

1. Streamlining the methods of evaluation of student performance:

The training program was formally assessed for each intern during the internship in the following ways:

• Regular school visits are made by various teachers to observe and check the lesson plans.

• Peer observation is another part of evaluation by which peers will evaluate and care for their co-teachers and give them suggestions for improvement.

1. Exposure to different types of school set-up:

Efforts are made to provide the most diverse and best way of learning to the students by providing them a changed and new school environment every time they go for internship.

• DAV Model College provide private sister schools to the students.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 25

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

Response: 4

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)

2.4.10 Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Response :

 Institute adopted effective monitoring system during internship programs

DAV Model College conducts a rigorous internship program for teacher-trainees prescribed in the curriculum offered by the affiliating body, Hemchand Yadav University, Durg. we follow a well-organized and well-planned program for internships. The student-teachers are trained under the able guidance of the faculty members and are prepared for the field in all aspects. Adequate exposure to trainees for each micro-teaching skill is given to the trainees by designated faculty members for each subject and each skill. Demonstrations are followed by simulation opportunities for the student-trainees to practice each of the skills developed so as to master the skills before actual internships in reputed schools in close proximity.

The list of schools is decided in advance by the coordinator and informed in advance of the arrival of the internship program. Students are allocated schools in heterogeneous groups. Schools are allotted to the students even before the commencement of the internship program so that they can get familiar with the route and do not face any challenges on the first day. Students are oriented to the internship program which includes contact details of in-charge, GPS location of the school, nearby metro-station/bus stand etc. School principals are requested for an orientation on the first day of the internship.

The college adopts a rigorous and well-planned system to monitor and evaluate the students in the schools during the internship programme. Each teacher teacher is assigned a school for monitoring and evaluation purposes on a rotation basis. The teacher-educator also maintains a proper record of each and every observation and comment given.

teacher-educator role

The role of the teacher trainee is:

1. To maintain and ensure regularity and punctuality of teacher-trainees during internship.

   2. Teacher Educators also ensure optimum learning exposure to the trainees during their internship program.

3. They also look into the problems faced by the students in the schools and provide viable solutions at their level.

4. The assigned teacher-tutor assesses the students for their observational skills and their participation in school activities.

5. Suitable feedback is provided to the trainees to improve their performance.

role of school principal

The role of the school principal is:

   1. To look after the proper allotment of classes to the interns.

2. Orienting the intern to the functioning of the school system and the role of the teacher

3. Providing time to time guidance to the interns for their performance.

   4. Reporting to the teacher-teacher about comments made for improvement

role of school teachers

 The roles of school teachers are:

1. To provide a comfortable environment for interns to welcome them into the system to work and learn.

2. To guide them in conducting the classes

3. Regular feedback on lesson planning and execution by the intern in the classroom.

4. Providing intern feedback to teacher-teacher.

role of peers

1. Sitting with peers and observing them during the whole class.

2. Monitoring peers for better performance.

3. The presentation is discussed among peers for improvement.

4. Reflecting on observations and improving oneself.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

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

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

Response: B. Any 4 of the above

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

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

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

Response: B. Any 4 of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)
Any additional Link	[View Document](#)	

2.5 Teacher Profile and Quality

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

Response: 0

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

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

Response: 46.3

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

Response: 5

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

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

Response: 0.44

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

Response: 5.76

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)
Any other relevant information	[View Document](#)

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

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

Response:

Response :

The teachers of DAV Model College endeavour to keep themselves professionally updated. Various internal discussions are held in the institution. All the faculty members actively participate in such discussions. The topics for discussion are selected among the latest developments in education and issues in education. Different policies and rules are issued by the government and in the same context the teachers of D A V Model College aim to discuss among themselves to keep them updated. Aim for internal discussion on current developments and issues in education.

• To make oneself aware about the recent changes and developments in the education system.

• To create awareness about the issues of policies and regulations.

• Strengthening the student base as per the changes in the system.

• To be prepared for changes in the education system.

• Providing solutions to queries related to various issues and challenges of the education system

To make the teachers aware about the changes taking place in the education system, the teachers of D A V conduct discussion sessions on the policies and regulations issued by the government at regular intervals. Thus, efforts are made in this direction to stay updated with the scenario.

Through discussion on recent policies among teachers they feel more confident as they are aware of educational issues and policies. Queries of teachers related to various policies are addressed; It piques the interest of the teacher to know more about the recent trends in education.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Link for additional information	[View Document](#)

2.6 Evaluation Process

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

Response:

Response :

D A V Model College runs through a well-established mechanism and adopts rules, regulations and policies that contribute to continuous and comprehensive evaluation of the students throughout the session. D A V has adopted the following measures to maintain the quality of internal assessment

1. Attendance of students is reviewed periodically and students reporting shortfall are notified.

2. Under formative approach the teacher generally assigns marks or grades to the students on their assignments, files, co-curricular activities and their regularity in the class is monitored.

3. Records of the students are maintained by the faculty. they are

4. They are Evaluated on the basis of their performance in the syllabus as well as co Curriculum Areas.

5. Internal assessment of all students is done as per university norms.

6. A cumulative record of participation of students in various activities is maintained.

7. Faculty is personally involved in helping students prepare assignments. Improvements and revisions are

made continuously.

Various measures are adopted to ensure the rigor of internal assessment –

1 Internal Examination- Internal examination is conducted at the end of each semester. The college keeps a close watch on the regular and timely conduct of internal examinations. D A V views the internal examination process as a viable force for generating the best learning outcomes. So there is no delay in following the declaration of exam results. Students are shown Response : sheets and adequate oral or written feedback is provided bilingually.

2. Class Tests- The college faculty evaluates the presentations made by the students as part of the internal assessment process. Continuous evaluation is done through testing of the skills developed. After the completion of each unit, a written/oral examination is conducted by the faculty.

3. Assignments, Presentations and Activities- Teachers are given a free hand to design their own assessment methods in this category, encouraging students to participate in interactive sessions, group discussions, powerpoint presentations, projects and assignments is done.

Students are also encouraged to apply the theoretical concepts taught in the classroom to real life situations/problems through these projects, assignments etc.

  Students are given an opportunity to improve their performance through tests and one to one discussions during the classes.

Individual and personalized attention is sometimes given according to the individual needs of the students, especially for those students who face learning difficulties. Remedial classes are also provided in various subjects to provide additional support.

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

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

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

Response: A. Any 4 or more of the above

File Description	Document
Documentary evidence for remedial support provided	[View Document](#)
Details of provisions for improvement and bi-lingual answering	[View Document](#)
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Any other relevant information	[View Document](#)
Annual Institutional plan of action for internal evaluation	[View Document](#)
Link for additional information	[View Document](#)

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

Response :

DAV Model College has a well constituted examination cell which receives all complaints related to internal and external examination and evaluation. It aspires to resolve the complaints within the stipulated time period.

Grievance Redressal Cell

The Examination Cell is responsible for handling all complaints relating to internal assessment and external examinations.

All complaints related to the evaluation process are considered and redressed by the Examination Cell. The grievances of the students are also communicated through the counselors and faculty members. It is taken up for preliminary consideration by the Class Mentors and then by the Redressal Cell. After a thorough consideration of the matter, remedial measures are taken. Proper documentation related to complaints is done. We deal with complaints in the following manner-

Internal Grievance Redressal

In internal matters, complaints are usually related to dissatisfaction in evaluation in internal examinations

or evaluation marks, so concerned faculty takes necessary measures to satisfy the complainant providing adequate records (attendance records and performance records). The types of internal complaints are - • Marked absent in assignments

• Deduction of marks for not showing proper performance in any one task.

External Grievance Redressal

At the university level, the college examination committee guides the students for the necessary work. The Head of the Examination Committee coordinates with the other members regarding the smooth conduct of the examination process, evaluation process and results and thus necessary action is taken. The college also informs the university about any mismanagement in the conduct of examination on the part of the university. Students can apply for revaluation or appear for back paper in case of any deficiency or dissatisfaction.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Response :

Before the start of the academic year, the Institute prepares and publishes the Academic Calendar containing relevant information regarding teaching learning schedule (working days), various events to be conducted, holidays, dates of internal examinations, semester examinations etc. . The academic calendar has been prepared for the teachers to be aware of all the activities related to the continuous internal assessment process and also displayed in the principal's office. The academic progress of the students is regularly monitored by adopting a strategy of continuous internal assessment, seminars, project work, unit tests and semester examinations. The internal assessment is reviewed regularly by the Principal. For the implementation of the internal assessment process, an examination committee is constituted at the college level which monitors the overall internal assessment process.

The Examination Committee sends information to the University about the students appearing for the examination. After the university receives the enrolled list of students, the college prepares the seating chart, list of invigilators, etc. Records of internal assessment are maintained at the college level.

Each department has to submit the compliance of the academic calendar as part of its annual presentations. In addition, internal audit was carried out which ensured compliance of the verification with documentary

evidence.

The process is as follows:

Teacher: Each teacher is assigned the subjects to be taught during the academic year. The teacher plans the teaching and evaluation program of the prescribed subject. The type and schedule of internal assessment is planned in consultation with the head of the department.

Head of the Department: The Head of the Department compiles the academic plan submitted by the teachers and ensures that there is no overlapping of activities in general and internal as well as continuous internal assessment at the university level in particular Academic calendar is then forwarded to IQAC .

The decision regarding the dates of conduct of assignments depends on the completion of courses, mid-semester break, gazetted holidays as well as other planned activities of the college like festivals, annual days, sports days etc.

IQAC:

IQAC and Other Mechanism compiles the inputs received from teachers and prepares a comprehensive plan.

File Description	Document
Any other relevant information	[View Document](#)
Academic calendar of the Institution with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

2.7 Student Performance and Learning Outcomes

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

Response:

Response :

The college follows outcome-based education; Hence the Program Learning Objectives (PLO) and Course Learning Outcomes (PSO) are aligned with the Vision and Mission of DAV Model College. DAV focuses on the development of its students not only by imparting quality education in teacher training but also by inculcating a sense of self worth and discipline. Students will get opportunities to participate in many co-curricular activities in and outside the campus to realize their true worth and potential. To define PLO and CLO, we follow a consultative process involving stakeholders. Adequate care is being taken by Hemchand Yadav University in describing the knowledge, skills and competencies to be acquired by the students

during the course of B.Ed programme. DAV Model College works strictly on those targeted goals and objectives to provide quality education to the learners as well as achieve the expected results.

Program Learning Outcomes and Curriculum Learning Outcomes:

B.Ed. Program learning outcomes. ,

  After completing B.Ed. program, the student teacher will be able to

1. Gain the conceptual tools of sociological analysis and practical experience working with diverse communities, children and schools

2. Apply knowledge of different aspects of learner development to plan learning experiences

3. To develop skills regarding the various roles of the teacher in facilitating learning

  4. Develop a conceptual understanding of the issues of diversity, inequality and marginalization in Indian society and the implications for education

  5. Apply constructivist and cooperative learning principles to the teaching-learning process

6. Analyze contexts and the relationship between school curriculum, policy and learning

7. Apply knowledge of the cultures, policies and practices needed to create an inclusive school

8. Use information and communication technology to enhance the teaching-learning process

9. Use drama and art for personality development of the learners

10. Link learning to knowledge about gender, school and society

11. Get a basic understanding about the new trends in education

12. Develop professional attitude towards teaching

Academic Skills:

- apply constructivist and cooperative learning principles to the teaching-learning process

- analyze contexts and relationships between school curriculum, policy and learning

- apply knowledge of the cultures, policies and practices needed to create an inclusive school

- Use information and communication technology to enhance the teaching-learning process

- Use drama and art for personality development of the learners

- Connect learning to knowledge about gender, school and society

- Gain a basic understanding of new trends in education

- To develop a professional approach towards teaching

DAV Model College Framework for the Program Learning Outcome (PLO) and Course Learning Outcome (CLO)

• Newly recruited staff members are briefed on program outcomes and course outcomes.

• Program Learning Outcome (PLO), Course Learning Outcome (CLO) of all the courses/programmes are made available on the website.

• Program Learning Outcomes and Course Course Learning Outcomes are discussed with students during orientation.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.2 Average pass percentage of students during the last five years

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	100	100	100	98

File Description	Document
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Response:-

The college offers B.Ed program with clearly defined outcomes. Program learning outcomes and curriculum learning outcomes are in sync with each other. The College has a well-planned and systematic process of collecting and evaluating data on program and curriculum learning outcomes and uses them to address barriers to learning.

Measurement tools such as seminars, tests, group discussions and assignments are used to assess student learning outcomes. It is used by the college to remove barriers to learning. According to continuous assessment, depending on the course style, several methods for continuous assessment include class tests, seminars and assignments. College students provide input on deficiencies, limitations and strengths in teaching and learning. Feedback is also collected to assess the performance of the faculty members. The Student Welfare Cell of the college helps in solving the problems - academic, psychological etc. of the students, thereby helping them to achieve the results of the programme.

Various ways to make students and staff aware of learning outcomes are as follows:

a) The teacher plans those learning activities in the subject class that can motivate the students to analyze their learning outcomes.

b) The results of each academic year are thoroughly analyzed by the Principal with the HOD, who in turn discusses the same with the teachers.

c) Names of meritorious students are prominently displayed to encourage new learners to work in the right direction.

d) Such meritorious students are felicitated for their performance during the Annual Day.

e) The intended learning outcomes of other co-curricular and extra-curricular activities are also communicated to the students from time to time in the classes so that they understand the importance of developing an all round personality.

f) Prizes are given to the winners of cultural and sports events.

Information about student learning is assessed through both direct and indirect measures. Examples of indirect measures include course evaluations, student surveys, course enrollment information, alumni surveys, and school placement rates.

Approaches to Measuring Student Learning

Summative assessment - tests, assignments, and other course activities that are used to measure student performance. They often reveal what students have learned at the end of a unit or at the end of a course. Within a course, summative assessment involves the system for calculating individual student grades.

Formative assessment - any means by which students receive input and feedback on their relative

performance to help them improve. This can be provided face-to-face during office hours or in written comments on assignment.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.7.4 Performance of outgoing students in internal assessment

Response: 95

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

Response: 95

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	[View Document](#)
Data as per Data template	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Response:

D A V Model College focuses on identifying the needs of learners at entry level. So that students can be catered according to their needs. Different types of methods are used to cater the needs of learner and to access those needs, various assessment tasks like oral presentations, Assignments, Examinations, Project work, Participation in co-curricular activities are done to know about the performance improvement in student whether it is curricular or co-curricular. Some of the examples to show the extent to which the

assessment tasks and performance of the students reflects their initially identified learning needs are as given below:

Examples

1. Poornima from batch 2017 was a slow learner at entry level. She got 47% in her graduation. She did not perform well in diagnostic test and learning readiness test conducted at entry level as well. To cater the needs of poornima, she was provided with remedial classes, notes providing etc. She got very good marks in B.Ed. course.
2. Ananti xalxo, shubham from batch 2017-2019 was a moderate learner at entry level.She was provided with extra study material. Some open educational learning resources were informed to her. She turned into advance learner at the end. She stood second in the college.
3. Binjwarin, uttara ahirwar from batch 2018-2020 was not good in the curricular activities.

At entry level she did not participate in talent hunt also. She was provided with mentoring sessions to motivate to take part in the co-curricular activities. After mentoring she participated in many activities.

1. Dolly nishad from batch 2020 was a moderate learner at the time of entry level. She got 60%in graduation. She was moderate learner. She was capable of doing better. She was guided in mentoring session. She scored very well.
2. Sonali , purnima from batch 2017was not interested in taking part in co-curricular activities. She was afraid of speaking in front of other students during talent hunt.So, she was prepared during mentoring session. After that she performed in different activities.
3. Chitranshi from batch 2019-2021 was a moderate learner at entry level. She was not able to write appropriately that is the reason she was not able to get good marks in graduation. She was at 56.33%. Now she performed very well. Lesson plans written by her are really showing improvement in her performance.
4. Shail Kumari from batch 2020was not interactive in the class at entry. She was a passive listener in the class according to teachers. Teachers gave special attention to such students and work on such issues. She turned out to be a active particiant in the class.
5. Swatika from batch 2020-2022 was a slow learner at entry level. She got 49% in her graduation. She did not perform well in diagnostic test and learning readiness test conducted at entry level as well. To cater the needs of Swatika, she was provided with remedial classes, notes providing etc. She got very good marks in B.Ed. course.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)
Link for additional information	[View Document](#)	

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research

Response: B. Any 3 of the above

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

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

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

Response: A. All of the above

File Description	Document
Documentary evidences in support of the claims for each effort	[View Document](#)
Details of reports highlighting the claims made by the institution	[View Document](#)
Any additional information	[View Document](#)

3.2 Research Publications

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0

3.2.2.1 **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.3 Outreach Activities

3.3.1 Average number of outreach activities organized by the institution during the last five years..

Response: 0

3.3.1.1 **Total number of outreach activities organized by the institution during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 0

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 0

3.3.3.1 **Number of students participated in activities as part of national priority programmes during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Response:

Response:

D A V Model College, Durg organizes outreach activities in the community with active participation of students in various fields viz. education, health awareness programme, current social issues, women empowerment, environment protection etc.

Awareness Programmes and rallies:

Students conducted awareness programmes for public health problems for environment conservation, female health care, 'right for vote' etc.

The college organizes rallies especially nearby slums to make the public aware about the issues of social

importance. The students were involved in the programmes like Prabhaat Feri' on "Swachh Bharat Abhiyan" organized by Dainik Jagran.

It's always remarkable to recall the contributions of great leaders of India and let the people make aware of their contribution too. In this spirit, the students took initiatives and spread the contribution of Sardar Vallabhbhai Patel, the Iron-man and the Unifier of India Nation on "Rashtriya Ekta Diwas' and organized a 'Prabhat-Pheri' mentioning his golden words.

Contribution in 'Literacy/Education'.

Students were given a project to educate children in the surrounding slum area. The concept behind this was to reach the maximum number of children with the help of our students and educate them. Not only thi,s in the period of pandemic when the children were facing difficulty with online learning, our students guided children to use new educational devices like mobile phones for learning.

Nukkad-Natak, Speech and other activities:

By Nukkad-Natak students tried to make today's generation aware about violations and rights of human beings, rights to vote etc. Students played Nukkad natak for the Election Commission and encouraged youths to exercise their right to vote. To show Vigilance & Awareness against corruption students performed street play in D A V School for the School Children and staff.

Nutrition Food Drive:

Initiative was taken to distribute food to underprivileged children. Students told them about the right kind of eating habits under the initiative of 'Saste Bhojan Mein Poshan'.

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.4 Collaboration and Linkages

3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0

3.4.1.1 **Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	[View Document](#)

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 0

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

File Description	Document
Data as per Data Template	[View Document](#)

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories,sports field, fitness center, equipment, computing facilities,sports complex, etc. for the various programme offered

Response:

Criterion 4 – Infrastructure and learning Resource

4.1 Physical Facilities

4.1.1 –

The Institution has adequote facilities for teaching , learning, classrooms. Laboratories – sports field, fitness center , equipment, computing facilities sports complex etc for the various programme offered.

Response :-

In institute has its own campus with a main building extension building and staff quarters, canteen, playground and yoga room.

The campus is under the surveillance of-

1. Main bulding consist of classroom the principals office establishment section, accouts section, ICT lab, Library and multipurpose hall which are fully ICT enabled.

2. Classrooms are well equipped with green boards, LCD , Projectors, computer with internet connectivity Adqueote and good quality furniture.

3. ICT Lab with computer for students to perform their practical with internet connectivity.

4. Library is well - shocked with reference book , journals and dissertations, textbook etc with reading room for faculty and students, computer for librarian and faculty members.

5. Separate common room for girls with sanitary nepkin mechine for girls.

6. Multipurpose hall for academic events like conference, seminar etc

 Cultural activities, community prayers and other student activities.

1. Extension building consist of english training room with ICT facilities , learning resources centre classrooms.

2. Sports field for outdoor games like badminton court, kabaddi court , kho-kho court for yoga gymnasium.

3. safe drinking water.

4. Medical aid room.

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 33.33

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

Response: 2

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

Response: 6

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
2588431.80	2442223.10	1164704.55	835352.20	592232.85

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Institution has adopted automation of library using Integrated Library Management System

(ILMS) or any other software

Response:

Response :

Our institution D.A.V Model College Dhamdha road Durg has a well equipped library with a large number of text books, reference books, encyclopedia, magazines and newspaper section is also available in the library from where staff and students read daily news to keep themselves updated.

Our library focuses on several points to provide the best facilities to its users. The foremost important focusing point is to support the educational and research programs of the institute by providing physical and intellectual access to information consistent with the present and the anticipated education and research function of institute in accordance with the objectives of the institute. The library aims to develop a comprehensive collection of documents useful for the faculty and the students of the institute.

Library Timing – 11:15 am to 4:00 pm

This institution in controlled by Arya community that is why there are spritual text like Mahabharata, Ramayana , Geeta, Yoga, Novels, vedi's , poem by Maharshi Dayanand stories etc are studied. This college run only B.Ed that is why the work is done manually and data are fect in computers also.

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Web-link to library facilities	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Response:

As a gateway to knowledge, the college library provides course-related learning resources and books. There are about 3700 books and periodicals in the library, for the better use of the library in DAV Model College, the books related to the library have been uploaded on the website www.library.davmc.org created by our college, for the benefit of the students Library can be lifted for a fixed time, library service has been

kept free and free Wi-Fi facility has also been made available for the students to have no problem in running the website of the online library, an ID has been created for each student. It is so that the student can log in with his ID and read the book or letter he needs independently.

File Description	Document
Any other relevant information	View Document
Landing page of the remote access webpage	View Document

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

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

Response: E. None of the above

File Description	Document
Data as per Data template	View Document
Link for additional information	View Document

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

Response: 6089.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
5810	11330	2475	8429	2405

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

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

Response: 9.62

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

Response: 125

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

Response: 242

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

Response: 171

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

Response: 323

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

Response: 226

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	[View Document](#)
Any other relevant information	[View Document](#)

4.2.6 Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways

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

Response: A. All of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

Response :

Dav Model College has a computer laboratory in ordr to materialize ICT as learning resources. The availability of hardware, software, internet connectivity, Projector etc. other media and materials with ample access for our faculty for fulfillment of their teaching needs, needs for their seminar/ workshop purposes with researches ensures the optimum of the ICT facilities by faculty of our institution. Our institution has computer resources center having 12 computers . it has internet facility for the faculty and students . The internet access is given free of cost to all faculty and students during the working hours/days. College has ET resource center which is equipped with audio visual facilities like projector , computers etc. as teaching learning aids.

- Year 2022 institute has purchased more computers and increased internet connectivity to give smooth net connection to anyone.
- Institute has 20 Desktops Out of which are 12 are available for students.
- Institute uses Hp, Lenovo Computers.
- ICT Lab has 12 Computers and servers that run on windows 7 and all computers has internet connectivity.
- Our Institute whole Campus attached with wi-fi connectivity and that facilities for student and faculty uses in research and academic purpose.
- Institute has projector in multipurpose hall for our students.
- The desktop use by faculty members has windows 10 and windows 7 operating system.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	**View Document**
Any additional information	**View Document**
Link for additional information	**View Document**

4.3.2 Student – Computer ratio for last completed academic year

Response: 5:1

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

4.3.3 Internet bandwidth available in the institution

Response: 100

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

Response: 100

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

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

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

Response: E. None of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

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

Response: 97

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

2021-22	2020-21	2019-20	2018-19	2017-18
2492750	2441549	1163867	724652	571065

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

4.4.2 Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.are in place

Response:

Response:

In order to meet the growing needs of the students and staff of the college, academic and financial provisions are duly made from time to time in accordance with the requirements that are raised ever year. To ensure that students and faculty members have access to optimal resources for maximum productivity in the teaching - learning and evaluation process, the college ensure that adequate resources are provided for reading in the college library, The existing collection of books and other resources , including digital resources, are updated and enhanced every year. The Library committee oversees the maintenance and enhancement of library resources. ICT facilities maintained through the services of the personal dedicated

to this purpose . General infrastructure in the college, repairs and maintenance of current equipment and facilities is taken care of by way of annual maintenance contracts which covers housekeeping and computers . Students bring their concerns to the attention of their respective departments and the Principal through the students' Council which has a meeting with the IQAC from time to time. The requirements of the faculty and the student community are discussed at meetings of bodies such as the Governing Body and IQAC (Internal Quality Assurance Cell) . The Committee meets a year to consider available budgets and possible expenses for the year.

File Description	Document
Any additional information	[View Document](#)
Appropriate link(s) on the institutional website	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: B. Any 4 or 5 of the above

File Description	Document
Upload any additional information	[View Document](#)
Sample feedback sheets from the students participating in each of the initiative	[View Document](#)
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	[View Document](#)
Photographs with date and caption for each initiative	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

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

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

Response: A. All of the above

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

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

Response: C. Any 2 of the above

File Description	Document
Report of the Placement Cell	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)
Paste link for additional information	[View Document](#)

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 8.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	7	6	11	7

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)
Annual reports of Placement Cell for five years	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 28

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 28

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

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

12-05-2023 03:10:19

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 29.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
71	33	21	16	5

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

5.3 Student Participation and Activities

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

Response:

Response:

Institution facilities students representation and engagement in various administrative co-curricular and extracurricular activities following duly established processes and norms.

Response:

DAV Model Coollege , Dhamdha Road Arya Nagar, Durg(C.G.) belives in uplifting and active association

at the qualitative level and approacjh. Hense, a wide scope is given in the realm of co-curricular , extra-curricular activities of the institution itself. The students are involoved and performed in different activities at both institutional and social level.

The Students representatives play pivotal role in encouraging other students to take participate different activities like national festivals: Republic day and Yoga day, Annual day celebration , Fresher's welcome party, Environment day etc.

Various administrative committees are also established for the well fare and betterment of students. Under the committees council representatives are very active efficient candidates.

Administrative committees like sexual harassment committee, student Grievance Committee and SVEEP programme.

Sexual Harrasment DAV Model College Committee

The institution DAV Model College is committed to providing a safe environment for all its employees and students free from discrimination on any ground and from harassment at work including sexual harassment.

Under this committee students council representatives are supposed to create safe and secured environment in the college premises. They contribute their efforts to convey the case of sexual harassment to the committee itself, if there is any.

Students Grievance Cell

Student Grievance cell aims to look into the complains lodged by any students and Grievance it as per requirement. The student can state their grievance regarding any academic and non-academic matter within the campus.

The Student representatives play their role in the form of, to bring into notice, to the student Grievance committee. They also try to resolve their grievances at their own level, if it is possible to be done.

SVEEP

The SVEEP is very beneficial in enhancement of creativity and voter awareness of the students. Under this programme various competitive activities are conducted to make them aware to create utility to being a voter. Various competitions are held under programme such as-

Community Camp

Self Study

Road Show

These competitions are conducted by giving a specific them and topics. Students council representatives are to assist the teachers and organizers of these competitions.

So the students council representatives play the significant role in fulfillment of objectives and motives which come under this action.

File Description	Document
Upload any additional information	[View Document](#)
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)
Documentary evidence for alumni role in institution functioning and for student welfare	[View Document](#)
Copy of constitution of student council signed by the Principal	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: 6.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	3	4	12	4

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)

5.4 Alumni Engagement

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

Response:

Response:

Alumni serve many valuable roles, they help build and grow an institute's brand through their workstrength and word-of-mouth about the institute. An alumni group or alumnae association is an association of graduates or, more broadly, of former students (alumni). Additionally, such groups often support new alumni, and provide a forum to create new friendships and develop business relationships with people of similar background.

Alumni of D A V Model College are well placed in various fields like: teaching, education, professional fields, academic and social work. The College has an active alumni group, this group is not registered yet but the process of registration has started and very soon we shall have a registered alumni association.

The mission of the D A V alumni group is to foster a spirit of loyalty and to promote general welfare of the institute. It offers network opportunities, which can connect recent graduates with established professionals and help to pursue career change. For their general meetings there is a separate place in college premises, where they can discuss, plan, talk to each other and even they can execute their planning with the help of college faculties and students.

The objectives of D A V Alumni group are:

1.Maintaining the updates and current information of all alumni.

2.Sustained sense of belonging to the Alma Mater.

3.Provide financial help to Alma Mater.

4.Participate in teaching practices and internship.

5.Provide opportunities in placement and growing institute brand.

At D A V we follow a process to make students a part of the Alumni Group. We have created a registration form for all final year students, they can be a member of this group by paying a minimum fee. We also encourage our final year students to continue with our WhatsApp groups and join alumni Facebook page so that we can connect with each other for a long time and they can share their experiences, memories and any updates regarding vacancies or upcoming events too.

We also encourage them to participate in large numbers in alumni meetings so that they can provide suggestions for college betterment.

If we talk about participation and decentralization positions of the college, we have one representative of D A V alumni group in Internal Quality Assurance Cell (IQAC) as a member, this member can express their views in the meetings and make suggestions in the functioning of the college. They continuously evolve as resource person in workshops, in orientation programme of newly admitted students. During any seminars for students, they act as a motivator and help them to groom their skills for practical situations, as well as they support the placement of the present students in various reputed schools in Hemchand Yadav University , Durg.

D A V alumni group contributed significantly through various activities during the last five years:

Motivating new students

Organizing various activities

They support in online teaching and learning

They support in placements

They support in internship programmes

Alumni are active members of IQAC

Two significant contributions by Alumni:

1: Placement and Internship: -

The role of the D A V alumni group has been significant towards the development of the college. D A V alumni group has been actively maintaining relationships with its alma mater. With the help of this group the college has been able to get various internships and placement opportunities for the students.

2: To motivate new students: -

On the other hand, D A V alumni group has been boosting the confidence of current students and fostering their morale to try out possible avenues and appear for possible available opportunities.

With the help of different seminars and alumni meet, the group motivates the current students and also enlightens them with current trends going on in the industry and what are the skills that a fresh graduate should have before joining the corporate world.

File Description	Document
Upload any additional information	[View Document](#)
Details of office bearers and members of alumni association	[View Document](#)
Paste link for additional information	[View Document](#)

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

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	[View Document](#)
Income Expenditure statement highlighting the alumni contribution	[View Document](#)
Documentary evidence for the selected claim	[View Document](#)
Any other relevant information	[View Document](#)
Any additional link	[View Document](#)

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

Response: 6

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	1	1

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.4 Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them.

Response:

Response:

It is a matter of pride that Satyam College of Education has a strong Alumni group that strengthens the network among the alumni, faculty, and management and builds an integral relationship with students of the Institute.

Alumni group of the college is an active body with many alumni as its members. It conducts formal Alumni meetings every year to reunite with their friends, Students, faculty members, and management; they cherish their memories and share their experiences. . The institution gives high regard to the suggestions of alumni and utilizes the services for the development of the institution in all the possible

ways.

The college conducts meetings with its Alumni Group on a continuous basis. These meetings provide a platform to the former students to provide suggestions with respect to the functioning and infrastructure of the institute. Alumni of the institute play a significant role in providing mentoring, Career guidance, Facilitating internships, and campus interviews for students with the help of their professional contacts, discussions on different topics for motivating the students to give their best and develop their capabilities. Apart from formal alumni association meetings, the institution also engages the alumni support in many ways such as collecting suggestions, feedback on existing curriculum, updates on emerging trends, etc through various networking platforms like Facebook, Twitter, WhatsApp, etc.

In every meeting of Alumni a talk is arranged on a certain aspect by the alumni for the students related to the field. The topics on which these discussions and talks have been arranged are:

Guidelines for improving communication skills, experience sharing regarding importance of participation in co curricular activities, motivational words for how to become a good teacher, sharing of ideas related to constructivist approach, discussion on challenges in teaching profession, guidelines for how to face an interview, ICT based learning, Talk on how to be creative, lecture on innovations in teaching methods, talk on enhancing teaching skills, lecture on professional ethics. All these talks and discussions are done with the students in regards to motivating the students and nurturing their talents to do their best in this novel profession of teaching.

File Description	Document
Upload any additional information	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission

Response:

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

D A V MODEL COLLEGE, Dhamdha Road, Durg Run by Arya Shiksha Samiti, Durg-Bhilai, is one of the most emerging teacher education college, Which is situated near railway station and Bus stand. The college providing students with high-quality, value-based education . The college has well defined and thoughtful Vision and Mission statement. The Vision and Mission of the College is encapsulated on the Signboard, Website (www.davmc.org) and Prospectus . Further , it is disseminated to all stakeholders such as students, teachers, parents, alumini etc.

The governance of the college is reflective of effective leadership and is in tune with the vision and mission of the college. The Management , Director ,Principal and IQAC steers the college in fulfillment of various academic and co-curricular activity departments invest collective efforts bringing in a conducive academic atmosphere in the college. As the head of the institution and heads of majority of the cells and committees ,the principal imparts timely instructions to the staffs during meetings to decide on quality parameters as defined by the IQAC from time to time. The teachers are motivated with all sorts of support of work creatively on various statutory bodies and other committees made for need based extension activities

Vision

The vision of the college is to generate and disseminate knowledge through a harmonious blend of ancient and modern wisdom and to serve the society by developing in students heightened intellectual, professional and technological expertise. Central to this vision is a commitment to regional and national development in conscience with our culture , heritage and environment.

Mission

- To achieve excellence in teaching and research.
- To Generate, disseminate and preserve knowledge.
- To meet the challenges of a complex and modern society through informed social outreach.
- To empower through knowledge and information.
- To develop responsible and productive citizenry.

- To develop, enhance and improve the quality of human resources.
- To cultivate resolute moral and ethical values.

The college focus at developing a new educational system based on a synthesis of traditional values and modernity to ensure development of strong moral character, personality and healthy mental attitude along with excellence in academic pursuits .

As a self financed institution the college has been established to help people in getting quality education . The college management will work through the period for betterment of college & students . We are very much determind to provide best kind of education , infrastructure and atmosphere. We are very hopeful that all the student enrolled in college would get here the best services and education.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.1.2 Institution practices decentralization and participative management

Response:

Response:

The Governing apex body of the institution that plans and executes the development activities. which serves as a link between the college, students and administration.

College Management encourages its employees and students to provide feedback, and keeps taking their suggestions time to time in order to improvise the college and its facilities.

IQAC is established in the college and plays a pivotal role at academic and administrative level . The achievements of the institution reflects as a whole Best practice, cells/committees etc.

Representatives of the management, Principal, faculty members, staff members, students, eminent

personalities and alumni are part of the committees.

The college administration is decentralized through Arya Shiksha Samiti Trust to Advisory Board to Principal to IQAC then college work is divided into academic and administrative work.

Under the supervision of the principal, heads and committee members college prepare plans for organizing curricular, co-curricular and extra curricular activities.

These plans are approved by concerned authorities and implemented accordingly, while preparing the plan and its implementation.

Case Study:-

The college has a library cell which looks after the functioning of library. Every year regular meeting of library cell is held.

In the meeting, library cell decides for purchase of books, journals, allied items for each programme and suggestions taken from students by time to time.

After discussion with faculty prepares the list of books and journals to be purchased; the list is submitted to the librarian. Librarian puts the requirements in the library cell and takes approval for the lists.

Quotations are taken by the librarian from different dealers and comparative charts are made by the librarian and head of the library cell.

The comparative chart and the proposal for purchase is submitted to the principal . Principal forwards this to management for approval.

After approval from the management the purchase or subscription is done by the librarian. Entry of each book is made in the accession Register with all the relevant details of the book like its price, publishers, vendor year of publication etc. then the bills are processed for payment with the accession number entered against each item. With the permission of principal, the account section makes the payment to deals.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Response :-

Financial Transparency

DAV maintains transparency in its financial, academic and administration functions by clearly defining its vision mission objectives at all levels.

All important matters relating to budget provision of the college and finance budget proposals to be presented before the Governing body for approval at the beginning of each year.

There is provision of increment in salary every year for employees of the institute on the basis of their performance.

College has an internal and external audit system which is accessible to all, and the college has annual budget provision for future betterment.

Academic Transparency

DAV strictly adheres to the academic calendar that details the various activities in advance. Admission forms are processed offline with all the relevant details explained in its prospectus.

College organizes a placement drive for 4th semester students.

College provides advance and innovative approaches of teaching-learning process in sisters school of Arya Shiksha Samiti Durg-Bhilai, during 4 months internship so that students commute regularly without any trouble.

The internal assessment comprising various components, ensure that students monitor their performance, Progress and fairness in the evaluation. There is provision of grievance redressal system.

To make transparency in the academic field DAV provides full information of its syllabus , events, upcoming events etc. on its website. We also have an active alumni association who participate directly or indiresctly for college development on a regular basis.

Administrative Transparency

College has a Governing body which acts as a link between the college, students and administration.

Meetings are helped regularly to discuss matters related to college development, students and faculty development.

Requireement and staff promotion are also undertaken with almost transparency.

IQAC is established in the college and plays a pivotal role in academic and administrative activities.

Different cells are formed in the college to look after different types of activities. Representatives of the management, principal, faculty members, staff members, students and alumni are part of the committees.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Response :

D A V Model College, Arya Nagar, Durg run by Arya Shiksha Samiti (Durg-Bhilai) has fully influence by the Vision and Mission of the institution the successful implemented strategic plan for better academic and administrative performance the institution aim was to admit 100 students yearly with 100% results, the best arrangement for B.Ed education has been made to provide active education to the students. Our college follows the instructions issued by the concerned university and provides the information sought by the college from time to time, for the benefit of the students. Keeping the interests in mind, qualified and experienced assistant professors have been appointed subject-wise, who are always ready to provide education to the students according to their ability, due to which the college's examination results have always been good. The college has well-equipped laboratories, A huge library in which students study subject-wise books. Along with the intellectual development of the students, Yoga classes, Cultural activities are also organized in the college.

Student Enrollment and Result

As per NCTE 100 seat were allotted and the admission of 100 students of B.Ed in our college is being done every year, for which the admission process of the college can be completed in time through Newspapers, Hordings etc. To complete the admission work the college committee provide full cooperation to the assistant professor and all the staff of the college in the admission work. Similiarly, in order to bring the 100% results in the examination, special attention is given by the assistant professors to the teaching work of the students and they are made available to the students by making notes etc. from the books of different authors, so that the college examination result can be excellent.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to the page leading to Strategic Plan and deployment documents	[View Document](#)
Link for additional information	[View Document](#)

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

Response:

Response :

Institutional Governance

The Managing Board: The college has a well-functioning organisational structure managed and administered by the **Arya Shiksha Samiti Durg – Bhilai** , which is shown in organogram of the institution. The Managing Board is the apex body with regard to the matters in policy making. It also sets a framework for the implementation of the proposed plans. The President of the Managing Body is the Manager who is assisted by the **Arya Shiksha Samiti** . It recommends strategic plans that can be adopted in matters like infrastructural development, enhancement of quality in teaching-learning process and healthy practices. **Principal :**The principal who is the executive head of the institution is entrusted with the responsibility of managing the day-to-day affairs of the college. He implements the directives of the managing body in accordance with the norms and guidelines stipulated by the **NCTE and State university** . **Staff Council :** The council takes appropriate measures for the implementation of strategic plan. It also takes major decisions regarding the day-to-day administrative affairs of the college. **Committees and Cells:** The administration of the college is supported by a number of committees and cells like the **IQAC**, Library Advisory Committee, Anti- Ragging Committee, Anti- sexual Harassment Cell, SC/ST monitoring Cell, Grievance Redressal Cell, , Examination Cel,, Placement cell, Cultural cell, Admission cell etc.

Recruitment : Recruitment is being constituted under provisions of statute 28 framed under Vishwavidyalaya Adhinium 1973.

Promotion : Promotion are given to teachers on the bases of their performance which is decided by governing body.

Service Rules : Service rules, producers, recruitment, promotional policies are defined as per the Chhattisgarh Government rules.

Grievance Redressal Mechanism There is a grievance redressal mechanism in the college headed by the management which is for employee and IQAC cell for students to solve there problems they are free to raise any issues before the committee.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Annual e-governance report	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Response :

Decision based on Record Keeping and Accountability :- D A V Model college constituted different cells and committees are planned and implemented by representatives of the respective bodies using a well-organized method of preparation and evaluation. Minutes of staff meetings are meticulously registered for record keeping and accountability. The college's various activities and strategies are formulated in accordance with the State Higher Education Department's guidelines, Hemchand Yadav University's vision and mission, and the college's vision and mission. It is based on input and recommendations from stakeholders such as college students, alumni, and IQAC during meetings. All efforts are made to successfully enact and execute all plans and decisions, with the wellbeing of the students and teachers institution's overall growth in mind. The institution frequently issues press releases to announce any major

accomplishments. Important information is also available on the college's website and notice board. The academic and cultural calendars are enforced in a timely manner by the various bodies and committees present in the college. Decision made at different meetings are meticulously recorded and practical measures are take to put the decision into practice on the ground.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

Response:

 The institution provides a satisfactory environment which ensures high degree of job satisfaction of the employees. The following are the welfare schemes put forward for the benefit of the employees.

Welfare schemes available for teaching and non – teaching staff .

1. **Leaves :**

 Casual Leave

Optional Leave

Medical Leave

Maternity Leave

Provision Leave

Exam Leave

2. **Entertainment :** Educational Tour is sponsored by the management for teaching, non-teaching staff and students.

3. **Canteen facility Open to all**.

4. **Gifts :** Festival gifts are given to teaching and non-teaching staff during festivals .

5. **Teachers Day celebration :** Every year the institution acknowledges the services of each and every teaching and non-teaching staff on Teacher's Day. A special program is organised on this day, by the management.

6. **On Campus Facilities :** Free Wi-Fi is available for the employees and students of the college.

7. Salary is timely credited to bank account of employees.

8. Staffs are encouraged for higher progression.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 17.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	3	4	2	3

12-05-2023 03:10:19

File Description	Document
Institutional Policy document on providing financial support to teachers	[View Document](#)
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 145

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

2021-22	2020-21	2019-20	2018-19	2017-18
64	20	12	27	22

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 13.04

6.3.4.1 **Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
9	3	0	1	2

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

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

Response :

An effective performance appraisal system works towards the improvement of the overall institutional performance of teaching and non-teaching staff for achieving the overall institutional mission and vision. Adopting the same , the Institute is following an appraisal scheme. In this scheme, the performances are classified into -Effectiveness of Academic Management (Teaching, Learning and Evaluation related activities), Co-Curriculars, Extension, Professional Development activities ,Research, Academic and Code of conduct(punctuality and regularity) . At the end of each academic year, the data pertaining to the above categories are collected from the faculty members and the non-teaching staff in the format provided by the institution mostly in the month of july . Further, at the end of semester, feedback forms are issued to the students to collect information about the teacher and different aspects pertaining to the teaching process. A team consisting of the Principal goes through the feedback forms collected from the students and suggest suitable measures to improve the teaching-learning process. For non-teaching staff ,the feedback are collected and appraisals are given.

We can define the following purposes :

1. Providing feedback to employees about their performance.

2. Facilitating decisions concerning pay increases, promotions, layoffs.

3. Encouraging performance improvement.

4. Setting and measuring goals.

5. Determining individual and organisational training and development needs.

6. Confirming that good hiring decisions are being made.

7. Provide legal support for personnel decisions.

8. Improving overall organisational performance .

Qualitative and quantitative parameters adopted for Teaching Faculty Appraisal are –

1. Effectiveness of Academic Deliverance –It is evaluated on the basis of teachers' academic deliverance in B.Ed Program- Daily attendance record of students, Course development and management, coordination with students in terms of subject deliverance, class activities, lab related practical work, attendance issues etc. in due time line and mentoring in co-curriculars like college events, workshops and Guest lectures ,.

2. Effectiveness of Academic Management(Coordination)– Completion of additional activities allotted in due time line.

3. Academic Development(self as well as the college)– Initiatives taken for self improvement/ enhancement, Development of Best practices at workplace

4. Contribution to Functions – Initiatives taken to other Departmental Functions as a whole. .

Qualitative and qualitative parameters adopted for Non-Teaching Staff are

All non-teaching staff are also assessed through annual performance appraisal. The various parameters for staff members are assessed under different categories i.e- Departmental and Cell Activities, academic and administrative coordination- Industry Interaction, Academic Management, Self Development ,Discipline and efficient organisation of work assigned.The overall assessment is based on the cumulative grade by the Reporting Officer/Principal which is then forwarded to the Chairperson by the forwarding officer. On satisfactory performance, all employees are granted promotions and financial upgradation.

The Performance Appraisal System has significantly helped in the evaluation of the performance of employees, in motivating them, analysing their strengths and weaknesses and ensuring better performance.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Response:

1. **External Audit –**

External auditor Mr. Chand Lekhwani & Co. is appointed by the committee. Annual General Meeting to conduct statutory audit of the Institute. The details of the annual income expenditure of the organization are passed by the secretary of the audit related committee and the proposal to increase the audit by the chartered accountant, the questions are resolved by the accounts department in the general office under the guidance of the treasurer. The audit report is finalized after discussion with the management committee by the auditor.

The process is counted as follows:-

1. Expenditure is audited by classifying it as follows:-

a) Revenue expenditure

b) Capital expenditure

- And bills and vouchers of revenue expenditure are examined.
- And capital expenditure is physically checked and verified.
- And fee collection and scholarships received from the government department are matched.
- All purchases are scrutinized by the purchase committee, quotations, purchase as authorization.

Orders, Bills, Vouchers and their payments.

- And the salary of the employees is checked on the basis of receipt and payment.
- First discussion on draft audit report by auditors with secretary and treasurer and is done.

Giving final touch

1. Internal Audit - Internal auditors are appointed from time to time To check financial transactions at required level and suggest improvements whenever necessary.

The internal audit process is as follows:-

1. Receipts and payments are carefully audited regularly.

2. The daily receipts of fee collection are checked by the auditor.

3. Bank deposits and withdrawals are monitored by internal.

Auditor :-

The Audit Report is submitted for perusal of the Management.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
Any additional information	View Document

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

Response: 0

6.4.2.1 **Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

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

Response:

Response:

D A V Model College has certain strategies for mobilization of funds and the optimal utilization of resources. The resource mobilization policy and a procedure are displayed on the Institutional website. The budgetary resources are mobilized through various resources such as, tuition fees and other expenses.

Since, D A V Model College is a self-financed college, there are no funds from Government organizations or NGOs till now though we are putting great efforts to attain funds from Government agencies for the quality assurance in the Institution. Due to lack of such funds we accommodate the expenses from funds which is Tuition Fee.

The College utilizes these funds for the following resources:

1. Library Books: The above funds are utilized for purchasing the books for the library so that a rich

learning resource centre can be provided to the students. as the Library is the centre of learning. The books are purchased on a regular basis for the library using the above funds in an optimal manner.

2. Infrastructural Improvements: College utilizes the above funds to bring required infrastructural changes in the premises from time to time like computers, wi-fi , furniture in the classes, Projector etc.

3. Learning material for activities: College spends the above funds for purchase of learning material like flex, stationary material etc to conduct various activities in the college like House activities, Competitions, celebrations etc.

4. Gardening Expenses: College utilizes a considerable amount on Gardening which keeps the environment green and healthy. Gardening is the regular practice at Satyam to contribute to local environment.

5. Safety Purpose: At D A V Model College has CCTV Camera for safety and security purpose are primary concerns and is looked after constantly by the management to ensuring safety of each in the college.

6. Housekeeping: College ensures cleanliness and well sanitized premises to the inmates and for this purpose staff is appointed. College utilizes a fine amount of funds on housekeeping to provide clean and hygienic premises.

7. Repair & Maintenance: a considerable amount of funds is utilized on repair and maintenance of on-going wear and tear in the building.

8.Building usage charges: The above funds are allocated to cater Building usage charges as well. 1.Electricity: Constant power supply is ensured in the college so that no hindrance occurs in the smooth functioning of the Teaching-learning process.

9.Internet Charges: Satyam College provides Wi-Fi enabled campus to students so that ICT can be integrated in the Teaching-Learning process. The above funds are mobilized to provide the Internet service to all the users.

 10. Seminar,Workshop & Research : The above funds are optimally utilized to support seminar, workshop & Research by Faculty. College offers assistance in carrying out above work by sharing the load like providing seed money.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)
Link for additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies

Response:

Response :-

The IQAC plays a pivotal role in both academic and administrative areas, institution has implemented quality management strategies for enhancement and sustainability in the students and staff members . To excute the IQAC has innovate two practices in order to keep development consistently.

Practice- 1 : ICT

The initiatives where taken by the IQAC for the establishment of ICT room, to help students and staff in their daily and academic work and to learn new innovative things through ICT . Extension building consist of training room with learning resources, ICT facilities maintained through the services of the personal dedicated to this purpose . . ICT Lab with computer for 20 students to perform their practical with internet connectivity with the support of teaching staff basic education of computer course certificate classes are also going to be organized

Practice- 2 : Go Green

Go Green policies were made by IQAC for green, clean and healthy environment of the institution, where student and staff are involved and efforts are made to make the institutional surroundings green .students and staff donate plants like medicine plants, flower plants, seasonal plant, desert plant etc. College also gives training and information about the benefits of Vermi compost and its procedure. Under the guidelines of Sweep college done our best to help the society. We also looks forward to maintain and spread awareness among the society for green and clean environment.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Response :

Our IQAC is also monitoring authority of college teaching and learning activities. End of each semester it reviews teaching and learning activities. These process done through five domains of teaching learning process like learning process, teaching process, evaluation process, ICT enabled process and social related activities.

If needed any changes in teaching learning or other process of the institution it will be considered by feedback received, IQAC recommended to institution to make reliable changes in academic plan and calendar. It conducts in-house discussion among recent changes in teacher education system. The outcome of these discussion also added the changes in academic plan and calendar.

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

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

Response: 30.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
44	22	20	35	33

File Description	Document
Report of the work done by IQAC or other quality mechanisms	[View Document](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

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

Response: C. Any 2 of the above

File Description	Document
Feedback analysis report	[View Document](#)
Data as per Data Template	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)

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

Response:

Response:

1. **Teaching Learning Activity**

One of the main functions of the IQAC is to review the teaching- learning process, structures & methodologies of operations and learning outcomes at periodic intervals to assure quality of functioning in the Institution. The IQAC at D A V is committed to a learner centric approach regarding teaching learning progression and has designed the policy to assess and evaluate it intermittently. Accordingly, it provides support and guidance to the faculty.

  Teaching, Learning activities are improvised, modified after taking the review and suggestions are implemented as per the needs. The IQAC has designed gradual attributes like academic excellence, communication skills, personality development, leadership and global citizenship. To achieve learning outcomes, the IQAC periodically reviews the teaching learning process and suggests gradual and regular expansion, up-gradation and addition of the requisite material, equipment, infrastructure etc. IQAC consistently works towards incremental strategies to make the functioning of the institute effective and

smooth. These strategies effectively work in line with the changing needs of the industry and students.

1. **Constitution of Cells for smooth Functioning of Institution**

IQAC worked upon constitution of various cells to decentralise the work among the members of staff and hence the below mentioned cells were constituted to streamline the work of the institute which are as follows:

1.Admission and SC, ST Cell: Looks after admissions and category students and their scholarship according to the documents produced. This cell works round the year as the queries are met for admissions at all times. This cell also decided upon the strategies each year to increase the number of admissions to fill all 100 seats.

2. Placement and career Counseling Cell: Looks after the placement and coordinates with reputed schools for placement of trainees providing them adequate career counselling.

3.Cultural Cell: Looks after the cultural activities, celebrations and festivals around the session. The cell maintains all the records of the events conducted.

4.Examination Cell: Looks after Internal & external examination and maintains examination records. The cell keeps the record of any grievances related to examination and acts as a bridge between university and college for smooth execution of examination.

5.Grievance Cell: Looks into the grievances of students and their resolution according to the UGC guidelines. The cell works confidentially on each grievance and resolves them in a given timeline.

6. Internal Compliance Cell: Looks into all the matters related to Grievances, Anti ragging and sexual harassment.

7. Anti Ragging Cell : Looks into all the matters related to Anti-Ragging , but till now there was no complaints are registered.

8. Anti Sexual Cell : Looks into all the matters related to Anti-Sexual , but till now there was no complaints are registered for the Same.

IQAC Looks after the functioning of all the cells and takes decisions for the incremental strategies in context of all aspects such as Administrative, Academic & Infrastructure etc. IQAC hold regular meetings to take decisions upon major issues and provides guidelines for other cells.

File Description	Document
Relevant documentary evidence in support of the claim	[View Document](#)
Link for additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements

Response:

Response :-

Institute in order to encourage and bring about energy saving in the institute has adopted certain measure for energy conservation in the form of

Orientation regarding power conservation in the institute to switch off light , computer and other which require electrical energy.

Inverter as back-up during power cut.

The building architecture of college is designed in such a manner that permits the free flow of air.

Classrooms are spacious and allow natural light to cover all the corners of the classroom therefore avoid the extra usage of the light in the classroom & coridors.

File Description	Document
Institution energy policy document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Response :-

The institute encourages the process of eco-friendly waste generated is recycled and waste management.

01. Institute has kept dustbin in all room to collect the waste.

02. Collect solid waste in form of paper and garden waste are dumped in one composing other solid waste.

Rain water is collected in soak pit to maintain the ground water level in the institute for borewells.

03. E – waste

Waste in form of broken furniture is brought in re-use after assembling the usable parts out of function computer are separate room & after audit key write off committed are disposal to atal tinkerling lab.

(ICT) Stationary are made so that they are not used in the original form quotation are called and then stationary are made so that they are not used in the original form quatation are called and than destroy.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.3 Institution waste management practices include

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: C. Any 2 of the above

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

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

Response:

Response:

Sanitation is considered as basic determinant in quality of life and human development index. Ensuring that college is well maintained is not only conducive to productivity, it also increase the likelihood of expecting more students. The institute promotes and aligns goals to national mission of Swatch Bharat or Clean India Campaign which bring about change in behavioral and attitudinal aspect of habitants. The institute strongly believes in emphasizing on Information, Education and Communication (IEC) for effective participation of campus users.

The institute highlights and takes care of every basic parameter of maintenance of cleanliness like[1]personal hygiene, safe water, waste water disposal, solid waste disposal, food hygiene and environmental sanitation. The Institute has framework in terms of Policies since Oct, 2020 for Waste Management- (Solid, Liquid and Hazardous), Water Management and Green Cover Management to maintain and check all the basic parameters.

In a quest for healthy, livable and sustainable campus, spaces with plantation have a vital role. To add to the green cover of the Institute many tree plantation drives have been conducted by the institute. The Institute also adopts saplings distribution program as an act of promoting environment and sustainability in events and functions. In order to reduce the pollution which are alarming in the region the institute observe a cycling day once in a month for all the students, faculty and staff members. The institute also prohibits intra movements of vehicles as to enhance the indoor air quality of the campus which in return reduce the air pollution.

The institute has a robust network of sewage disposal system which also act as a guiding force to implement hygiene and cleanliness in the campus Institute is resilient in deployment of dedicated team for maintenance of water system, drainage system and waste management system in the campus. The periodic maintenance practiced in the campus induces sense of cleanness and also cut off extra expense on wastage.

Access to sanitation facilities is a fundamental right to safe guard health. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute. Dedicated safe drinking water sources are present at many places throughout the campus which comes from storage tank. The water

purifier (RO System) is installed at common level to ensure water quality.

The institute believes in the fact that precaution is better than cure and abides to it thoroughly. Many promotional signage's are put in the campus area to promote and aware students to avoid littering in open spaces. Use of Color coded dustbins to segregate solid waste at the source is deployed in the campus which safely collect, confine and dispose waste.

Document Required:

1. Waste Segregation (Dustbin Pictures)

 2. Signage

3. Bills

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.31	5.35	0.68	2.25	3.78

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

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

Response:

DAV Model College, affiliated to Hemchand Yadav University, Durg is located at the prime location providing all facilities to students & visitors and is easily accessible for all. College is at an advantageous location in every aspect and provides lush green locality to students.

Localation Advantages:-

1. Railway station (within 1 km).
2. The college is located at Dhamdha Road Durg.
3. Sufficient Green area in College campus.
4. Easy Accesibility to college with connectivity via Public Transport.
5. Police Station is located in arrange of 500m for safety and security purposes.
6. 24/7 CCTV Surveillance inside and outside the college assists the community to control any anti – social activity in the nereby area.
7. Utmost care is taken to maintain cleanliness and greenry in and around the college.
8. Many awareness Programmes are organised for public awareness.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

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

Response: A. All of the above

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

7.2 Best Practices

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

Response:

Two Best Practices implemented by the Institution

A small effort made by D A V Model college arya nagar durg, under which there is a medium to get the students engaged In the areas related to their curriculum, under which we make the students practice them through community camps, drama dances, guest lecture.

1. **Exersice no. 1 :- Best Practice 1 "Karuna"**

1. **Title of the practice : "Karuna"**

1. **Objective of the practice : The aim of the college is to create awareness about education, health, cleanliness "Karuna" program**

1. **To develop social, moral, intellectual skills in the students for the purpose of adopting useful life style.**

D A V Model college Arya Nagar, Durg (B.Ed course) with the aim of connecting poor children with the socio-economic and educational main stream and to make them aware of education, health, cleanliness, Karuna Programe by the college. Under this a scheme has been launched, in which efforts are being made to create awareness among the children living there by selecting slums, where children are distributed informative books, notebooks, pencil, sports material clotheds etc. Dramas, dance drama based on instructive stories are also organized. Children are told to say clean and stay away from diseases.

Exersice no. 2 :- :- Best Practice 2 "Vermi Compost"

1. **Title of the practice : "Vermi Compost"**

1. **Objective of the practice : Providing information about vermi compost to the students so that they can conserve the environment in their lives, give information about developing the fertile power of the soil.**

Our D.A.V Model College, Arya Nagar Durg we use cement method so that we use this method for plants like medicine plants, flower plants etc. and to make our students aware of vermi compost method And provide them information about the benefits of vermi compost and students are made aware by the college about maximum use of vermi compost.

After the independence of India, due to the lack of food grains in the country, the Prime Minister of the country, Mr. Lal Bahadur Shastri, implemented the Green Revolution in the country for the improvement

of agriculture in the country, due to which new agricultural equipment, chemical fertilizers and pesticides were used in a large number of parts. started to be known, whose side effects started falling on the fertility power of the land and the health of human life. Seeing the effects of fertilizers and pesticides, people are slowly turning back to organic farming. Organic farming helps in increasing the fertility of the land and crops, fruits, vegetables produced by the use of organic farming (compost manure) are beneficial for health.

We know that organic manure includes cow dung manure, green manure and vermicompost manure etc. In these fertilizers, vermicompost is very economical for organic farming and is also beneficial because this compost is prepared naturally.

It is very important for us to know what vermicompost is and how it is made.

vermicompost

Vermi compost is an organic fertilizer, it is also called earthworm manure, this manure is made with the help of earthworms and cow dung, it does not pollute the environment, nitrogen, phosphorus, potash are found in sufficient quantity in this manure, which Helps in rapid growth of crops.

There are three main methods of making vermicompost :-

1. Plastic or Tatiya method

2. Pit method

3. Bed Method

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

WORKSHOP ON DRAMA IN EDUCATION

Objective :- The aim of the trainees to make the content interesting and to do theatrical adaptation of the text. Thus when a theatrical version of the text is done that content become more interesting and acceptable and receptive to the audience. Trainee will develop critical thinking , imagination and time management skills, through creative drama work shop the trainee would be able to get over his/her hesitation and be able to communicate more effectively.

The context :- In B.Ed programme significant importance is given to drama in education. NCERT and the institute itself strive to look for innovative idea to improve pedagogical studies. Time and time again it has been felt that if context which are complicated and uninteresting, student tend to leave it and they make no attempt to understand it. Action research based on methods using lecture and drama in the classroom to teach the same content, conclusion obtain result that student participate and develop interest which enhances their understanding of the content in playful manner.

Practice :-

work shop is organized for theatrical adaptation of the text to enhance innovative pedagogical skills in trainees.

- Every year expert in this field from the city is invited to develop this skill.

• Teachers conduct this workshop dividing trainee in groups, so that everyone active participate in the activity and learn by doing.

• One or two members from the drama troupe develop a range of physical skills and techniques like stage movement, body language, posture, gesture, gait, co-ordination, facial expression, eye contact, expression of mood, spatial awareness, communication skill while interaction.

• Some activities are done by entire group or individual members.

• Next they learn to make theatrical adaptation of the text.

• Then they write short play on it & make a presentation of it.

• They make slight make up to suit their character, as they perform during training period so attention is paid to all this.

• Hence the trainee workshop develops the art of theatrical adaptation of the text, to use as pedagogical intervention.

Topic

- **Environmental Awareness**

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	**View Document**
Any additional information	**View Document**
Link for additional information	**View Document**

12-05-2023 03:10:20

5. CONCLUSION

Additional Information :

1. D A V Model College is affiliated college of Hemchand Yadav University,Durg and as such follows a predetermined syllabus. However, the college innovates within these established academic structures, committed to providing holistic development for its all-women student body.

2. D A V Model College, Durg is at prime location with railway station in close vicinity of the college that enables students to commute from different parts of the Urban Region.

3. The college campus has facilities like photocopy and canteen for students.

4. In spite of being located in the thriving part of the city, D A V Model College is extremely verdurous. It has a maze of tall trees, lush green lawns and pruned hedges.

5. The college conducts several cultural, sports and community-based outreach programmes to provide students with holistic education and experience so that they become assets to their professions and to the society.

6. We take pride in making the college campus a green zone. We have numerous environment friendly practices like green policy, waste management policy and water conservation policy etc.

7. We limit the use of non-renewable resources and rely on alternative sources like solar panels, Rain water-harvesting etc. Sanitary hygiene is given due importance.

8. At D A V, education is dialogic, and it is the feedback system that gives it this transparency and accountability. Channels for communication with different stakeholders are kept warm by responding to diverse needs.

9. Different cells and committees have been formed for the effective functioning of the department.

Concluding Remarks :

D A V Model College run by Arya Shiksha Samiti affiliated by Hemchand Yadav University, Durg. It has been established with a firm commitment to foster a holistic approach to facilitate the process of Education.

The Institute offers an outstanding learning environment for students by providing state of the art, infrastructure, facilities, effective course curriculum and use of innovative teaching methodology. Academic processes in D A V are streamlined, with timetables and other administrative tasks prepped well in advance of teaching session. The teaching at D A V is supported by relevant ICT facilities. The college enjoys technologically enabled and inclusive infrastructure including a well-equipped library, which makes it possible for students to participate in modern teaching-learning process. Experiential learning through internships projects and field trips is specifically facilitated.

All these are designed, in view of its commitment to achieve excellence in the field of Education under the guidance of trained teachers. Our teachers regularly update their disciplinary knowledge through active involvement in faculty development programmes, curriculum reviews, evaluation, and participation in different decision-making bodies of the University. MOUs with different organizations have been signed to keep them abreast of the latest trends.

D A V Model College has come a long way from its humble beginnings and moderate facilities to a campus equipped with impressive amenities. Right from admission, the college follows a well-administered and transparent procedure with ease of availability of information on our website. Newsletter of the college is issues bi-annually. Students would get opportunities to participate in numerous co-curricular activities on and off the campus, to realize their true worth and potential. College is proud of many of its alumnae who have made a mark for themselves in various spheres of academics.

D A V focuses on development of its students not only by imparting quality education in teacher training but also in instilling a sense of self-worth and discipline. The college strives to fulfil its vision and mission by imparting transformative education for the empowerment of women and promotion of a more just add humane society.