SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

JYOTI B.ED. COLLEGE

JYOTI B.ED COLLEGE,VILLAGE -RAMPURA,ABOHAR ROAD ,FAZILKA
152123
www.jyotibedcollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

"A nation is advanced in proportion to education and intelligence spread among the masses"- Vivekananda

Jyoti B.Ed College ,Rampura, Fazilka affiliated to Panjab University,Chandigarh & SCERT ,Punjab was established in 2005 under the auspicious of "The Satguru Education Society" in 2005. It is recognized by NCTE, New Delhi. It is a co-educational ,self-financed institution. The College strives to offer a unique learning environment which is reflective of the demands of the changing times.

The college campus is beautifully sprawling on 6 acres of land in natural surroundings.

At present, the college is offering B.Ed(100) seats & one unit (50 seats)of D.El.Ed courses of study .The College has experienced and enthusiastic teachers. The College was accredited with 'B' Grade in 2016 by NAAC.

The College is easily approachable for the students coming from the adjoining areas like Abohar, Jalalabad, Arniwala etc.

The College has carved a niche for itself among all stakeholders by providing a safe academic environment and merit based education. The students are empowered through value based education, discipline and varied extension activities. The College supports acquisition of knowledge by students through emphasis on interactive and participative learning.

A distinctive feature of the College is the strong bond between teachers and students as evident from the interactions and feedback. The alumni credits the Institution for imbibing values of hard work, time management, team spirit, professionalism and ethics.

The accreditation process and observations made by NAAC Peer team have motivated the Institution to strive towards excellence. The IQAC has been at the forefront for institutionalizing the quality sustenance initiatives by organizing various seminars, workshops, Conferences etc.

Jyoti B.Ed College believes in providing an innovative educational environment, opportunities and experiences that would enable the students and faculties to grow, thrive and prosper. By creating the right synergy between all the stakeholders, the College aspires to scale greater heights in the years to come, true to its motto of 'jot se jot jale'.

Vision

To spread the light of knowledge in society by providing quality Teacher Education.

Mission

1.To provide conducive environment for teaching learning with

the use of modern methods and technology.

2.To inspire the students to develop their personality as innovative and creative teachers with a scientific flair through various academic,co-curricular and extension activities.

3.To train the students as socially sensitive,responsible and professionally skilled teachers.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1.ACADEMIC CULTURE

-Driven by our mission statement of imparting knowledge to all

-An active IQAC has been instrumental in introducing quality initiatives and supporting the growth and expansion of the Institution.

- Feedback on Curriculum has been collected systematically from various stakeholders such as students, teachers, Parents, school Mentors,and alumni are used for improvement in all processes.
- Continuous Internal Evaluation(CIE) of student learning.
- Transparent admission process.
- Promoting programmes to cater human values, social sensitiveness, self-reliance, National Integration etc
- Value based and skill oriented education is prime aim of the Education programme emphasized through well-defined syllabi, regular classes and assessments.
- The College has a completely transparent examination process.
- Healthy relationship with conmmunity

2. STUDENTS

The College lays strong emphasis on all round personality development of students through extra and co-curricular activities.

- Student Mentoring/ Counselling System
- Placement opportunities for students within the campus
- Emphasis on value oriented teaching
- Toppers and achievers felicitated and awarded

- An IQAC is there for quality enhancement of the students and encouraging students to participate in co-curricular and extra-curricular activities.
- Faculty involvement with students
- Student leadership programs

FACULTY

The College has experienced and qualified teaching faculties in History, Economics, Hindi, Punjabi, Physical Education, Computer Science, Fine Arts etc.

- The faculty members adopt ICT for teaching, learning and evaluation process.
- The College organizes seminars, workshops for academic enrichment of faculties.
- Well qualified competent and experienced teachers.

ALUMNI

The College maintains strong ties with vibrant alumni, who conduct various activities for the students.

INFRASTRUCTURE

- The institution building is well furnished with total covered area is more than3582 Sq.Mts.
- Sports Room with necessary & required sports equipments & indoor Game Facility
- Wi- fi enabled campus
- Institutuion has an adequate space for parking the vehicles.
- Canteen facility to cater need of the staff and the students is available in the institution
- For the information and direction of the visitors and for the security of the campus, Reception & Guard room is situated at the entrance of the college premises.
- A separate room for the managing committee of the institution is available in the college premises

Institutional Weakness

The institutional weaknesses are identified through interaction with stakeholders. They help in constituting new policies and practices that will enable the institution to function effectively.

EXTERNAL FACTORS

The College being affiliated to the Panjab University, Chandigarh has to adhere to the curriculum and examination system designed by University. Thus the institution does not have the freedom to make changes in curriculum as per contemporary requirements. Limited space for further expansion of facilities Flexibility in academic curricula.

- The College does not have functional MOU with other organizationsof higher Education and universities.

- The most of the students belong to nearby remote villages around 25 km which have very poor public

transportation service due to which students have to arrange their own transpotation facilies or pool with peers which is very costly for them.

- The Problem of Digital divide in Border area.Our College is situated in Backward area so digital divide is found between rural or urban area.

STUDENT RELATED FACTORS

1. Students of this college come froma backward socio-cultural and economic background.
2. Lack of interest related to research among students.
3. Parents are illiterate or unaware about the teacher trainning systems .
4. Female students are not or less interested in cocurricular activities

3.FACULTY RELATED FACTORS

Lack of research and publication work

Institutional Opportunity

To increase Institute's visibility at National & International level

Focus on International Research collaboration

Scope for generating revenue for the college through use of its infrastructure resources.

Implementation of LMS (Learning Management Sytem)

Implementation of e-governance in more effective manner.

Scope to partner with other Institutions of eminence and industry houses for interdisciplinary courese,training and research activities.

Strengthening community engagement.

More Field Visits and Study tours for students

Proper guidance for Competitive exams and Career Counselling to be provided to outgoing students.

Research and consultancy initiatives.

Encouraging students for competitive examinations and higher studies.

Encouraging more collaboration for study and research at national level.

Students have excellent opportunities to explore and participate in outreach programmes for the local communities.

Institutional Challenge

1.Placement in Best ICSE Schools

2.Creating research attitude among students.

3.To make parents more aware about the needs of present day education.

4.Door step transport facilities for students and teachers.

5 Encouraging parents to allow their daughters for higher education and research.

6.To encourage parents to allow their talented girls to take part in cocurricular or literary activities out side the city or in other institutions.

7.To encourage the teachers to present papers in national/International level conferences.

8.To encourage faculties to publish papers in journals in UGC Care List .

9.To Cover the Gap between urban and rural students in digital knowledge and facilities

10.To Procure and install latest equipments and software related to E-governance,e-learning resourses, and e-content creations.

11.To train students and faculties for better communication skills specifically in English.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Faculty members are instrumental in bringing about necessary **changes in the curriculum content**, and contribute to the **development of youth and therefore, to that of the nation.** Head of the institution is the members of Board of Studies -**Syllabus Revision Committee** in their respective subjects. Faculty members are **examiners** at the University level. The College organizes **curriculum related workshops** in association with Board of Studies, Panjab University, Chandigarh. Teachers regularly attend **faculty development programmes** on revised syllabus. **Feedback on syllabus** is taken from all stakeholders including students,

alumni, and employers, and the same is shared with the members of Board of Studies for necessary action.

For f**ostering global competencies among students, Classroom** teaching is supplemented with **seminars, storytelling, quiz, and short films. Semester** system has been introduced in all programs. **Internships, field trips, and project work** enhance the competitiveness of students.

For inculcating a value system in students, the College conducts programmes as part of syllabus to address the **cross-cutting issues on gender, environment, human values, and professional ethics**. Co-curricular activities strengthen the academic culture. The College **promotes the use of technology** by making available technological infrastructure as required by the curriculum, encouraging   students to make power-points or projects .

In its '**quest for excellence'**, the College has adopted a well-structured mechanism for the effective implementation and delivery of the curriculum. The academic activities are documented through academic calendar, class time tables and teaching plans. Teachers take utmost care to complete the syllabus in time. Academic excellence is given prime importance both by IQAC.

Teaching-learning and Evaluation

The activities of the College are in line with its motto of **'jot se jot jale'.**

The College has **qualified and committed faculty members**. All undergraduate teachers are full-timers with an average teaching experience of 7 years. Two are pursuing Ph.D. Detailed planning and completion of courses are ensured by teachers by following an academic calendar and teaching plans. Faculty members adopt **innovative teaching pedagogies** that include case studies, psychological games, book reviews system. Teachers use **technology-driven methods like ZOOM, videos and Google classrooms**. Student-centric methods such as **experiential methods and flipped classrooms** are adopted.

The College adopts a strict merit-based **NO CAPITATION admission process**. The College follows a **multi-layered system of identifying advanced, moderate and slow learners.** Special attention is given to slow learners through intensive coaching, remedial teaching, assignments, Bridge courses, tests, mentoring, counselling, and Parent-Teachers meetings. Advanced learners are encouraged to publish research articles participate in poster competitions, peer teaching, and skill enhancement activities. The personal, emotional and academic needs of the students are taken care by mentorship, class teacher system and professional counselor. The students are given numerous opportunities to organize various festivals which improve their personalities. The students are encouraged to do internships which increase their employability.

The College has adopted a **robust and transparent system** to ensure effective evaluation. A combination of tests, project presentations and skits is used. The College also adopts various measures to ensure that the **examination related grievances** are solved in an **efficient and time bound manner**.

The College has tried to streamline the various **programs towards 'Outcome based education'.** Broad objectives and outcomes of under graduate and diploma programmes are defined and conveyed to the students and all stakeholders through orientation programmes and the College website. The **attainment level of the students** is assessed through direct method (internal examination, semester end examination) and indirect

method (exit survey).

Infrastructure and Learning Resources

The college campus is beautifully sprawling in 6 acres of land in the natural surroundings. The college has specious builing with lush green lawns ,several types of trees and plants. Play Ground,centre stage ,parking shades and canteen etc.

The following infrastructure and learning facilities are available in the institute-

- Well equipped library
- Science and Mathematics resource center
- Art and Craft resource center
- Health and Physical Education resource center
- Digital communication/ language lab.
- Psychology lab
- Social studied resource center
- Education technology lab
- Girls common room
- Well equipped lecture halls and laboratories
- Separate lavatories for boys and girls
- Bus pass facilities for students of adjoining places
- Transportation facility for local students
- Health center
- Availability of referral medical hospital, ambulance on demand.
- Indoor and outdoor Games facilities
- Canteen and Parking place
- R.O .for purifying water .
- 65 kw generator
- The college has installed CCTV cameras to maintain discipline and security of the students.
- Fire safety equipments

Student Support and Progression

The College aims at the holistic development of students to facilitate their better future. The College provides **FINANCIAL ASSISTANCE** through Post metric scholarship, Means-cum-Merit scholarship **etc.** Scholarship **Endowment** to needy students.

The various courses and committees in the College invite professionals and experts from different fields to interact with the students. The guests acquaint the students to a range of career options at national and international levels.

The skill enhancement activities of the students are organised by different committees. ICT skill enhancement initiatives include artificial intelligence and machine learning.

The Placement Cell organizes training activities for Final Year students on career planning, personality development and internship. In 2020-21 45 students have cleared competitive examinations.

Student representatives are part of IQAC. The members of Students Council organise College level activities where students from different fields participate.

The college develops the leadership qualities among the students through their participation and involvement in various college activities.

The College encourage students to participate in Co-curricular Activities like sports and games, debates, quiz, poem recitation, Rangoli, painting, sketch competition etc., and other International Days organized/celebrated by the college, affiliating University institutions as well as the intra college competitions.

Different extra-curricular activities are arranged at regular intervals in which students' participation is compulsory.

The students of the college are sent to participate in programmes organized by other social and educational institutions.

 The students actively participate in competitions at National level and State level. Student won 11 Medal at National level in various games during the last five years.

Alumni actively contribute financial and professional services to the College.The College have an effective Anti-ragging, Internal Complaints Committee and Student Grievance Redressal mechanism in place.

Governance, Leadership and Management

For effective and efficient transaction of teaching and learning processes, a proper hierarchy of management has been designed so as to coordinate at each level of management. There exists an efficient decentralized system of administration in that various committees perform academic and administrative responsibilities.

Composition & Functioning of Board of Management

1. .President: Shri. Surinder Kumar
2. Secretary: Dr. Roshan Lal Thakkar
3. Cashier: Prof Satpal Gupta
4. Member:Sh.Pankaj Dhuria
5. Member:Sh.Suman Nagpal
6. Member:Sh.Raj Arora
7. Member:Smt.Santosh Thakkar
8. Ex-off Member:Dr.(Mrs.) Anita Arora(Principal)
9. Member:Mr.Vipul Makkar(Assistant Prof.)
10. Member:Mrs.Pawandeep Kaur(Assistant Professor)
11. Mrs.Renuka(Non-Teaching)
12. Student:Mr.Sajan Raheja

ADVISORY BOARD

1. Prof.Mukesh Arora (S.C.D Govt.College,Ludhiana
2. Dr. M.L. Chalana Retd. Director NCERT, New Delhi
3. Prof. Satpal Gupta Retd. Prof M.R. Govt. College
4. Sh. Ashok Monga Retd. Lect. (Hindi)
5. Sh. Vijay monga Lect. (Pol. Sci)
6. Dr.(Mrs.)Anita Arora

The management takes care of the overall governance of the college.

The Society has an Executive, which, technically speaking is vested with all the powers that the Trust exercises. The Executive takes all the policy decisions and issues required objective-need based directives which are to be enforced. It has all the power required to frame rules for functioning of the colleges.The Executive Committee comprises a) President b) Chairman, c) Vice Chairman, d) Secretary, Cashier and members.

The President/Manager is required to take appropriate steps to carry out all decisions of the Board.The President is required to take appropriate steps to carry out all decisions of the Executive.

The Executive exercises its powers through various committees and subcommittees which are constituted by the Board/Executive Committee. TheBoard/Executive Committee also formulates the code of conduct and for the functioning of the college. The auditing of account is done by Chartered Accountant approve by the Board which approves the budget for the college run by it.

The management promotes and encourages the staff for their professional growth. It permits all staff to participate and attend the various orientation and refresher courses, seminars and workshops. It also appreciates achievement in the form of felicitation through the Local Management Committee.

Institutional Values and Best Practices

The College is committed to a strong value system with an emphasis on ethics. The discipline and safe environment on the campus have led to the College becoming an institute of choice for youth in the area of Fazilka .

It is the constant endeavour of the College to become a **proactive centre of learning** and skill development. Students are involved in **interactive learning** activities like intensive coaching and interactions with industry experts. **Participative learning** includes Discussion , Project Work, students, etc. **Experiential learning** is enabled through laboratory visit.

Gender equality is promoted through programmes for gender sensitization and self-defence for students, teaching and non-teaching staff. An Internal Complaint Cell(Grievance Redressal Cell) is in place to address

any difficulty faced by women.

Sustained efforts are made to create and maintain **environmental consciousness**. Anti-plastic drive, reduce, reuse strategies for paper, E-waste and solid waste management initiatives have created an eco-friendly campus. Rainwater harvesting facility and Bore-well are available on the campus.

Social consciousness activities like visits to homes for the aged, orphanages are conducted by Red Ribbon club. Facilities for Divyangjan including ramps and wheel chair are provided by college.

Celebrations of days of national, international and cultural importance have bolstered the **human and national values** in students.

The Institute distinguishes itself from the rest by focussing on the **holistic development of students**. The unique feature of the College is the fact that strong moral values are instilled in students. They are groomed into responsible humans first.

The Satguru Education Society firmly believes in **holistic development of students centered on quality education.** It aims at sensitizing them towards social issues and instilling in them service towards society. Social Work Club has been constituted to promote social consciousness among students. **Health awareness, education and environment related programmes** are conducted in areas by Eco- friendly Club. **Extension activities** for gender sensitization, health and environmental awareness and traffic safety awareness are undertaken.

Institutions internal quality assurance systems, best practices and stakeholder relationships make institutions reflect on the quality culture. The institution caters to inclusive practices   and stakeholder relationships

Research and Outreach Activities

The College has Research Committee which has qualified members and a policy in place to promote research.

Faculties are encouraged to write books, articles, research papers etc. and also get it published. The college inspires and motivates its teachers for research activities in numerous ways.

The teachers have an easy access to various physical resources such as library ,research surveys ,periodicals ,internet facility and Xeroxing. The library literature is updated from time to time. At times, library facilities are made available even on holidays.

The faculty members doing reaearch are given flexibility in the daily workload.

Visits to Panjab University,Chandigarh and other institutions are encouraged for consulting Resource Persons/Experts for undertaking research work/creative study.

The college sponsors faculty member for paper presentations in seminars reimburses the expenditure and treats them on duty leave for which there is a standing provision in the College leave rules.

National, international journals and magazines related to research are available in the library for reference. Research material is procured, if proposed by the researchers. Computer and internet facility in the College are

placed at their disposal.

Faculty members are provided information on various organizations such as ERIC(NCERT),ICSSR,UGC and other organizations for the conduct of research studies.

Following faculty members have completed research.

1.Dr.(Mrs.) Anita Arora

2.Dhurab singh Tomar

Following faculty members are pursuing for ph.d in Education

1. Mr.Vipul Makkar
2. Ms.Shaina

The innovative practices that contributed a lot in present time teaching to the quality enhancement are:-

1. Computer aided Lesson planning.
2. Lesson delivery through computer.
3. Preparation and use of power point presentation.
4. Over the years, an effective infrastructure has been built to provide a conducive teaching-learning environment.
5. The Institute frequently updates the IT infrastructure. The computers are upgraded by either purchasing new machines or by upgrading RAM.
6. 3 of the classrooms are ICT enabled.
7. Laptops or computer facility for teaching and record-keeping purposes.
8. **Library** is spread over 1555 square feet area. It is partially automated and has

Open access and Wi-Fi connectivity.
 A collection of over 6758 books, and over 22 periodicals Journals. Reprographic facility for faculties and students.
9.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	JYOTI B.ED. COLLEGE
Address	JYOTI B.Ed COLLEGE,VILLAGE -RAMPURA,ABOHAR ROAD ,FAZILKA
City	FAZILKA
State	Punjab
Pin	152123
Website	www.jyotibedcollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mrs.anita Arora	01638-260299	9781700042	01638-260299	jyotibedcollege@yahoo.co.in
IQAC / CIQA coordinator	Renu	01638-9814919173	9814919173	01638-260299	renusharmaghs@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

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
Chandigarh	Panjab University	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	30-06-2005	202	As Per NCTE Recognition Certificate Validity period is not mention thus the validity is consider permanent The total numbers of months from Recognition till date has been mentioned

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	JYOTI B.Ed COLLEGE,VILLAGE -RAMPURA,ABOHAR ROAD ,FAZILKA	Rural	6	3582	

2.2 ACADEMIC INFORMATION

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

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				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				18
Recruited	0	0	0	0	0	0	0	0	7	11	0	18
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				3
Recruited	2	0	0	2
Yet to Recruit				1

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			Associate Professor			Assistant Professor		
	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.	1	0	0	0	0	0	1	0	0	2
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	0	0	0	0	0	0	7	11	0	18
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**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

Part Time Teachers									
Highest Qualification	**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**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	14	0	0	0	14
	Female	86	0	0	0	86
	Others	0	0	0	0	0
Diploma	Male	16	0	0	0	16
	Female	34	0	0	0	34
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	3	6	4	9
	Female	13	15	9	17
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	13	12	13	14
	Female	38	50	37	31
	Others	0	0	0	0
General	Male	16	36	22	17
	Female	43	31	33	52
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		126	150	118	140

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinarity draws on knowledge from different disciplines but stays within their boundaries. Teamwork involving multiple disciplines is increasingly emphasized in research, services, education and policy. we aim to have teachers with a range of capabilities and who embrace learning and teaching challenges and are responsive to changes in the education environment. The subjects as Educational psychology, inclusive education , guidance and counselling, measurement and evaluation ; pedagogy subjects as social sciences and general social studies, methodology of teaching of General science and physical sciences; humanities and languages ,gender studies with biology and art

	and craft with ict can be taught by multidisciplinary approach. Projects which involve knowledge of local and state's geographical conditions ,economic and political status and their impact on education, health and personality of students etc be included. The following efforts are to made - 1 qualified and experienced teachers-teacher's qualification according to nature of the subject 2-adequate teaching materials –provision of tools and apparatus, current texts and materials etc 3-adoption of the appropriate teaching methods- class room teaching ,workshops ,field trips etc.
2. Academic bank of credits (ABC):	The institution is an affiliated college of panjab university ,Chandigarh therefore we are adhere of rules and regulation. The college will adopt the policy in regard to ABC as provided by the affiliating university'
3. Skill development:	The institute has the facilities and finance to arrange a proper set up for skill development and training in actual situation .so far as internship phase is concerned ,at the time of pre-internship training and post internship evaluation a team of in-service , retired teachers from schools and teacher educators can work to train the Pupil-teachers for set of various skills . It would provide us greater freedom for pedagogical creativity and innovation. The tremendously enlarged social responsibilities of modern life make exacting demands upon its self-control, self-reliance, physical fitness, and mental health, decision making, interaction with stake holders , colleagues and regulatory bodies ,and team work. The following aspects would be included in pre service programme to strengthen PSQs 1- supporting collaborate learning to establish and sustain close cooperation with social partners, institutions and organisations in the local community, other schools and educational institutions. 2- Supporting action research as a mode of collaboration- Action research may be aimed at finding a valid solution to a challenge in classroom practice it will make pupil teacher more confident to face challenges also get sensitized for problems of social and personal life. 3-physical education should not be confined only to some physical activities or games it should also include awareness regarding physical and mental and emotional health and hygiene . 4- seminar , webinars and extention lectures by the experts in various fields

	from community to prepare them for future life .
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	We all understand the crucial role of education in shaping our lives; it prepares individuals for their private lives, as well as equally be prepared them to participate in the economic, cultural and political life of their societies. The development of human and society depends on education and as a processes ,it enables the development of knowledge, skills and human experience. To achieve this development we necessarily must have a leader of the educational process that will plan, manage and evaluate the work to educate the learners, undoubtedly that , this is the TEACHER. Teachers play a vital role in the formation of a student's potential. It helps individuals to unlock their potential to live a successful life.
5. Focus on Outcome based education (OBE):	to focus upon outcome education a proper evaluation pattern is required not only for students but for teachers also therefore achievements and needed improvements in teaching learning process and pedagogy both can be assessed. 1-Proper plan of evaluation annual or biannual be determined prior to conduct the evaluation. 2. Every teacher must be familiar not only with both the roles and responsibilities associated with teacher evaluation, but also with the tools, templates, frameworks, scoring systems.To aware teachers about it , workshops are to be organize at institution or local level and state level under the mentorship of educational heads.FDPs should be designed and implemented specifically for this purpose. 3- A team of evaluators be formed including the local head , state coordinator and experts from other related areas. Evaluators also be given training of objective evaluation of various aspects of teaching learning process, Evaluators need to know not only what constitutes effective feedback, but also how to best deliver feedback – both positive and negative – to teachers. 4-feedback through questionnaire ,rating scale and other tools from parents and students be ensured 5-there must be follow up procedure to check the compliance or progress. 6.Incentives and rewards and recognition are to be given to outperforming and most improved teachers.
6. Distance education/online education:	If colleges are allowed to run distance and online courses, then the college would do it as per the

	provided norms as the college has required resources physical and financial .

Extended Profile

1 Students

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
67	97	69	86	58

File Description	Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document

1.2

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

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

2020-21	2019-20	2018-19	2017-18	2016-17
42	42	42	42	42

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

1.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
67	97	69	86	57

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

1.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
67	97	69	86	57

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

1.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
91	70	100	76	99

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

2 Teachers

2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	14	12	14	11

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

2.2

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

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

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

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
7.49	11.76	10.72	10.12	12.91

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

3.2

Number of Computers in the institution for academic purposes..

Response: 16

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:

Jyoti B.Ed college,Rampura, Fazilka is an affiliated College of Panjab University Chandigarh and adhere to follows the curriculum as specified by the Panjab Uni.Chandigarh.Although the College is not supposed to make change in curriculum but there is some flexibility and choice for students and College .Thus, the College analyse and suggest the amendments in Curriculum as and When university notify it. The College has a regular practice of analysing the Curriculum. A meeting of faculties with principal is held to discuss and plan the current session curriculum provided by the uni. Concerned subject faculties provide an overview of the syllabus given by Uni.and discuss the modulation with respect to previous year curriculum .In the meeting principal along with teachers discussed about execution of and current year curriculum delivery through different methods. The significant suggestion are noted down and handed over to the Principal as she is an member elected of Board of Studies so she can communicate it further.

On the basis of local context planning and adoption   curriculum is done .The college also collect feedback and communication from the stakeholders on the curriculum.

The principal also interacts with the students to collect their opinion on the curriculum transaction and methodology and extent of its implementation.

Faculty conducts informal discussion to elicit feedback about the relevance of the course content, methods of teaching ,use of teaching aids etc.

Input from some of the parents of the students provide general feedback abouth the related curricular/co-curricular activities and output.

Faculty members of the College constantly interact with faculty members of other institutions to get update on curricular developments .Feedback from peers is gathered during informal meetings of principals of education Colleges.

Informal interaction of faculty members during workshop and other meetings are also utilizes for the same purpose.Department of Education,P.U.CHD.,and NCTE are other stakeholders.Active interaction with them through submission of information/data asked,meetings on agenda like examination reforms,pattern of question papers,student details etc.

After curriculum adoption,Review meetings at the end of year were taken with the faculty member in which general Classroom problems face by teachers ,Overlapping of syllabus ,important content need to be delete are discussed and communicated to the affiliating uni.when demanded.If required ,minor changes and modifications are made every year by the University .At the local level ,the College submits its own proposals in the workshops organised by the University

Keeping in view the guidelines provided in 'Curriculum Framework for two year B.Ed Programme's by NCTE,Panjab University.

The head and faculties of college also contributed in curriculum planning and design,in collaboration of the Panjab University and other institutes.As a member of 'Board of studies' of the uni.whuch is the main Body of curriculum planning and design .Keeping in view the NPE-2020 the faculties with the principal also conducted several meetings in 2021 .Keeping in view various aspects of Teacher education and prepare feedback and suggestions for the NCF Teacher education 2020 in collaboration of District Curriculum framework committee constituted to analysis the NCF 2020 and providing feedback.

.

File Description	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: C. Any 3 of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all 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: B. Any 3 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: 36.67

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

2020-21	2019-20	2018-19	2017-18	2016-17
11	11	12	11	10

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

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

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](#)
Any other relevant information	[View Document](#)
Academic calendar showing time allotted for optional / electives / pedagogy courses	[View Document](#)

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Data as per Data Template	[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: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

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: E. None of the above

File Description	Document
Data as per Data Template	[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: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Data as per Data Template	[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:

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

A fundamental understanding of the field of teacher education

Response:-

Teachers need a verity of skill , education and training to become proficient in their careers. They also need superior interpersonal skill, such as patience and the ability to remain calm in stressful situations. Collaborative skills enable them to work productively with their colleagues. Teacher education is the progress of attending to people's needs, experiences and feelings so hat learn particular things and go beyond the given.

Interventions commonly take the form of questioning, listening, giving information, process, testing understanding and capacity and facilitating learning activities.

Equally clear, we need expertise, we need Content, AS coaches we need to know about our game Regarding faith, practice and teaching as religious teachers, and as pedagogy, ethics, human development and social life. Good teachers have a deep Knowledge of the subjects they teach and when teacher's knowledge falls below a certain level, if is significant barrier to students learning.

Procedural knowledge that creates teaches for different levels of school education skill that are specific to one's chosen specialization.

Response:

1. Work effectively in groups.
2. Enjoy communicating your understanding to others.
3. Have confidence you will need the confidence to look calm and professional ever when tired and stressed .
4. Have a great organisational skills .
5. Be able to deal with conflict.
6. Motivate your students to do their best.
7. Give feedback.

Skills Competencies such as Emotional Intelligences, certain thinking Negotiation and communication skills collaboration with others, etc.

Response:

Emotional Intelligence In the ability to understand, use and manage one's emotions in a positive way to overcome stress, communicate effectively empathize with others, overcome challenges and thwart conflict. According to an American psychologist who helped to popularize emotional intelligence, there are fine key elements to it.

1. Self-awareness
2. Self-regulation
3. Motivation
4. Empathy
5. Social skills

Critical Thinking

Critical thinking is core academic skill that teachers undergraduate and postgraduate students to questions or reflect on their own knowledge and information. This skill is required for students working on assignments and conducting research. It is also an invaluable skill in many work place scenarios. Critical steps to improve critical thinking include analysis and evaluation.

Communication Skills

Proper communication is the mark of a good teacher. It is important to have a teachers mind to develop different skills in students. Teacher develops communication skills in the classroom through various method such as lecture method, discussion method, storytelling method etc.

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

The school education system in India is the largest in the world. Catering to over   million young people each year.

- At the educational level, diversity refers to all different students, no matter what their personal traits, national origin, social or economic background are. It is strongly connected to the nations of intercultural and multicultural education.

Development of school system

  Our college organised different field experience for the would be teacher. According to Panjab University curriculum all our college student have to attach pre internship for the students visit different School allocated by our college would be teachers going to different schools S.D sen.sec school, Amrit Model school, DAV Sr.sec School .In pre- internship students make school report file. In school report file would be teachers make file of real life situations of   school activities done by students. The students of our college is also visit Teja Rohilla ,Dona Nanka School and Andh mahavidhalaya of Ganganagar

- To familiarise the student with development of diverse School system.
- To develop conceptual understanding about teaching and learning in school environment.

Assessment System

Students work better in a diverse environment and improve their performance enabling them to concentrate and push themselves further the students are visited in schools. Assessment is a process of systematically gathering information as part of an evaluation. The student teachers are made aware of the different types of assessments followed by different schools.

Internal assessment is based on the performance of the candidate in term paper, house test, class assignment , attendance participation in discussion/ Seminar related practical and sessional work. It is assessed and prepared by the concerned teacher. The final list of internal assessment of all the papers in a semester is preparing by a panel .

Various boards of school education

The college provides the knowledge about the education boards in India. Which are diverse and equally qualitative when it comes to providing education. The introduction and functioning of the boards that are in the Indian education are provided in the curriculum. There are Secondary school certificate (SSC), Central Board of Secondary Education(CBSE) and PSEB school.

An international and comparative perspective norms and standards

Throughout different countries, contexts and educational system, multiculturalism as a normative program as well as a inter culture education as a diversity driven pedagogical strategy have become truly global throughout the last decades. The education system in India is divided into pre primary level , elementary education ,secondary Education, under graduation level and post graduation level. The international schools provide similar standards of schooling around the globe, providing for an essay transition between schools. The university imparts knowledge about using a practical approach rather than practical while teaching so that the education becomes more interesting by implementing the knowledge practically.

* Taking education as a continuous learning process and not a formality

* Practical implementations of knowledge that and scoring good marks.

* Updating the education system according to the new trends and technologies.

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

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

Response:

Students learn by connecting new knowledge with knowledge and concepts that they already know, thereby constructing new meanings. Students connect knowledge most effectively in active social classrooms where they negotiate understanding through interaction and varied approaches. Teachers are aware that students as novice learners often possess less developed or incomplete conceptual frameworks.

They may also harbor misconceptions or erroneous ways of thinking which can limit or weaken connections with new knowledge. Our institution enables instructors to

- To build approaches that help students develop and learn pathways to become expert learners whose conceptual frameworks are deeply interconnected, transferable, rooted in a solid memory and skills foundation and easily retrieved.
- The teachers help the students to assess and clarify prior knowledge, facilitate social environment through active learning activities that interconnect ideas and vary approaches to knowledge and invite students to reflect, cobuild course road maps.
- The teachers provide scope to open lessons with content that students already know or ask students to perform brief exercises like brainstorming that make the class's pooled knowledge public.
- When the clear transitions are provided, lecturing can build knowledge more effectively while the simple use of a whiteboard or chalkboard to list topics, a schedule or connected ideas can help students build tighter conceptual understanding.
- The teachers encourage students to discover ideas on their own by making predictions. This encourages the possibility that students will offer incorrect, inaccurate, or misguidded responses at times. This builds a learning culture.
- The teachers demonstrate to students how they think through problems or scenarios in their field by performing problems on the board, thinking out loud through a social dilemma, tracing the ways they link words and images to form a literary Interpretation.

Efforts made by the institution to make the students ready for the professional field.

- The institution encourages students to focus on oral and written communication. Soft skills.
- Provides training for resume writing, interview etiquette and other workforce skills. Provides better and more up- to- date career guidance counseling.
- Help students to set realistic expectations for first jobs after graduation.
- Provides more opportunity for real world job experiences.
- Tries to improve on the Communication skills, critical thinking and analytical reasoningskills, application of knowledge and skills in real world settings and complex problem solving.
- Provides for project based learning, the students develop the skills to work independently or collaboratively to come up with an essential question that does not have an easily found or specific answer which engages students in sustained inquiry.
- Collaborate with local experts, businesses, community centers and other organization to

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any other relevant 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](#)
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: B. Feedback collected, analysed and action has been taken

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

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: 87.2

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

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

Response: 20

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

2020-21	2019-20	2018-19	2017-18	2016-17
42	42	42	42	42

File Description	Document
Final admission list published by the HEI	
Data as per Data Template	
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	

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

Response: 0.69

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

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

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

2.2 Honoring Student Diversity

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

Response:

The teacher trainees are admitted through online central counseling conducted by constituted admission committee which is appointed by the Panjab Government from one of the three Government Universities .As the College is affiliated to the Panjab University ,Chandigarh so the College is adhere with the admission policy and procedures of Panjab University .

The Government of Panjab organises the Common entrance test through one of the universities at entry level in which a Students' readiness and eligibility for entering the teaching profession is assessed .Generally,'CET' is comprised of assessment of General awareness,teaching aptitude test,reasoning test and general numerical ability test with one of the languages i.e.Hindi,English and Punjabi.From last 7 years Online common state level Counselling is held and the entrance eligibility is the achieved Score of aspirants in their graduation or PG Course.Some weightage of Scores are given above their scholastic merit to the students belonging to border/backward area or studied in rural area of Punjab.All the students admitted in the B.Ed programme have choice of selection of their pedagogy subject although selection is done on the basis of previous lower degree i.e.graduation or the post graduation.So far as choice of language for writing test and exams is concerned the student can choose any one of the three languages i.e.Hindi,English or Punjabi.Yet student can use English with Hindi or Punjabi if he/she feel it convenient .

** The College has planned and managed wider and intensive interaction between the newly admitted students and the teachers pulls down barriers .Also,it facilitates in understanding each other,identification of talent and it's utilisation for buliding a student centred productive environment..**

Healthy intra student relations are given priority.These are developed through various means which include personal rapport and the collective and cooperative activities organized by the College.

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

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

Response: A. Any 5 or more of the above

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

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 9.57

2.2.4.1 **Number of mentors in the Institution**

Response: 07

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](#)
Any other relevant information	[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:

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:

Our college is ensuring the use of student-centered methods such as experiential, participatory learning and problem-solving methods in the teaching-learning process.

Experimental learning:

- Our college is giving all students the occasion to assume a job as a teacher and have insight of educating in the classroom. We are additionally promising students to coordinate projects at departmental level. It is assisting the students with improving their insight, introduction abilities and personality enhancement.
- The first year students are divided into groups and given with the project to be completed during their summer vacation the final presentation and vice versa is conducted at the end of the third semester and the best projects are awarded.

Participant Learning:

- College is utilizing the accompanying member learning strategies like Group Discussion, Small Group Exercise, Assignment, Allocation, Quiz, Project and so on.
- Encourage students to actively involve them in the learning process for example Google Classroom ,Whats App groups

Problem Solving Methodologies:

College teacher follow the following steps in problem solving Method:

1. Sensing the problem
2. Interpreting, defining and delimiting the problem
3. Collect the relevant data
4. Organizing and evaluating the data
5. Formulating tentative solution
6. Arriving the final solution

Brainstorming as teaching strategy

Students are approached to sit in a group and are given a specific issue or point. Teacher, as the group leader, then ask group members to think about the problem and give their ideas. They are advised to find as many solutions to the problem as they can find. They are told not to condemn others thoughts however they are allowed to make considerations to others thoughts. Students are encouraged to put forward suggestions without hesitation even if they seem to come up with unusual and unorthodox ideas. Students thoughts are to be tuned in and acknowledged quietly, without passing any judgment or remark of any kind until the session is finished.

Focused Group Discussion

This strategy involves gathering students from similar streams like Science, Arts together to discuss a specific topic of interest. It is a form of qualitative research where questions are asked about their perceptions attitudes, beliefs, opinion or ideas. In focus group discussion participants are free to talk with other group members; unlike other research methods it encourages discussions with other participants. It generally involves group interviewing in which a small group of usually 8 to 12 students. It is led by a teacher in a loosely structured discussion of various topics of interest.

Online mode :

Nearly all teachers are using Google Classroom, Zoom classes, jio meet Application to teach their respective subjects. Whats App Group is created for all students to discuss their issues with teachers about various subjects. During the Covid-19 pandemic, students are being taught through online medium only. Our college library students are using e-granthalaya for finding different authors e-book.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[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: 82.81

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	12	8	11	10

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: 100

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: 67

File Description	Document
Programme wise list of students using ICT support	[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
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document

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

Response:

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

An effective mentoring can have a powerful impact on students during the time of college professional. Students overall success will be influenced significantly by the impact of the mentoring relationships with Faculty.

Working in team:-

Our college teacher work in a team according to the personality and expert of each team members. This type of teamwork contributes to a greater sense of trust. The working environment of the college is conducive for the overall development of the faculty as well as the student teacher.

Dealing with student diversity.

- Our teacher promote awareness and create a personal connection with diverse culture in the classroom.
- When working and learning with people from a variety of backgrounds and cultures present in classroom, student gain a more comprehensive under teaching of two subjects matters.
- The teacher are provided with additional space in the college for establishing direct rapport with the needy students. They feel free to suggest any remedial/corrective/ reformative steps which the college tries its level best to translate into material success.

Conduct of self with colleagues and authorities.

- Collaboration being with finding time to connect with colleagues to share thoughts and provides support.
- Teaching is emotionally training but our college best teacher/ staff that can be there for one another in all type of situation.
- The best teacher team complement each other's work. Which leads to successful ending. When teachers colleagues and authorities work together share workload.

- For Exp. A computer teacher helps to other staff members in developing PPT, and e-content material.

Balancing home and work stress

- Our staff/teachers always organises different programs like sports, cultural, activities, games, quiz, competitions and other type of competition to balance the home and work stress in students.
- A good leaders can encourage student not to get stressed in work so our teachers help them by organising different trips and tours to balance all the stress of student and to get a new and refresh start in working life.

Keeping oneself abreast with recent development in education and life.

- Mentorship plays a very crucial role in the growth of students. Faculty mentors, peers and alumni mentors have a purposeful role to play in counselling and guiding student to choose their growth path.
- Our teachers create more choices for students rather than a fully structured syllabus.

- The mentors guide students to follow the news in the world and follow the advice of the best teachers of the best universities in the world. The mentor helps develop intellectual interventional skills, including and going beyond those related to research.

Updating and learning new skill is vital in the workplace currently. Our teachers always help students to learn new technological tools and keeping them abreast with the best practices

File Description	Document
Documentary evidence in support of the claim	[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](#)
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:

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

Response:

Creativity and innovation are not skill in themselves. A skill is a learnt or thought cognitive action in which one carries out or follows through with a specific task. Skills are subdivided into categories which determine how human behaviour and action are use to identify an ability as demonstrated in a specific domain of learning. These groupings are further delineated into quite specific skills sets. The institution aims at nurturing the student's creativity in many different ways.

- The teacher uses student's interest to immerse them in the learning journey.
- They design a learning environment and a schedule that encourages play discovery and useful failure.
- They help connect problems and their solutions to real world situations. using inquiry learning tools.
- Try to stretch the students to take creative risks and do what they are unsure of.

Case 1

1. **Innovative tools used by a teacher**

Multimedia learning process.- Multimedia is the combination of various digital media types such as text, images, audio and video into an integrated multi sensory interactive application or presentation to convey information.

Our institution is moving towards problem based learning as a solution to producing graduates who are creative and can think critically, analytically and solve problems. Problem based learning is an innovative measure to encourage students to learn through real life problems. The teacher uses multimedia to modify the contents of the material. It will help the teacher to represent in a more meaningful way using different

media elements. These media elements can be converted into digital form, modified and customized for the final presentation by incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modes which would make them more motivated to pay more attention to the information presented and retain the information better. The use of text spoken words, sound and music, graphics, animations and still picture makes the learning more interesting.

Impact on students.

- These tools make the teaching learning process dynamic and easy for the students. Reading process becomes more dynamic instead of the written presentation of the texts printed in the book.
- Presenting different drawings and pictures support the clarification of ideas and communication of information.
- The students can move easily from a presented subject to another, provides a good chance for questions and discussions.
- There is more scope of rising attention and interaction between students and the educational subject.
- They help learners remember and transfer their knowledge.
- Multimedia learning takes advantage of the brain's ability to make connections between verbal and visual representations of the content, leading to a deeper understanding, which in turn supports the transfer of learning to other situations.
- Students can identify and solve problems more easily compared to the scenario where teaching is made possible only by textbooks.

Case 2.

Mind map

This tool is often used by the teachers as a way of helping students make notes that used only keywords and images but mind map is also used by teachers to explain concepts in an innovative way. They are much quicker to make and much easier to remember and review because of their visual quality. The non linear nature of mind Maps make it easy to link and cross reference different elements of the map. They are also very quick to review as it is easy to refresh information in your mind just by glancing it once. Mind Maps can also be effective and remembering their shape and structure can provide the clues necessary to remember the information within it. They engage much more of the brain in the process of assimilating and connecting facts than conventional notes. The teacher uses mind mapping so that the students learn and remember more effectively by using the full range of visual and sensory tools. Pictures, music, color, even touch and smell play a part in our learning memory will help to re collect information for long time. The teacher can select any topic out of the textbook and make a mind map and explain it. This will help to build up own creativity, thinking and cross linking between ideas that exist in your own minds. For eg If the teacher explains any particular information with the help of graph charts will make a high impact in the minds of the students and keeping this as a core aspect, the teachers may try to picturize the concepts and show the same to the students. A teacher can use this tool of mind mapping to explore concepts in more details to come up with new ideas and facilitate a better understanding of relationships and connections. The teacher teaches through mind mapping by putting central or the main idea in the center of the map and then creating branches of related ideas that radiate out in all directions. Those branches can have sub branches to further expand on ideas and concepts.

Impact on students

- Students get a better understanding of new ideas by having them create a mind map. Mind map can assist with understanding because it conveys relationships allowing students to see the big picture.
- Mind maps are a great brainstorming tool and can help students let their thoughts flow freely while making important connections between ideas and concepts.
- Students can create an essay outline, gather arguments and quotes, or brainstorm ideas for the essays with mind maps
- Students love to engage in active thinking instead of transcription by using mind Maps or note taking. Mind maps encourage students to focus on keywords and ideas instead of just writing down what the teacher says.
- Mind maps act as a great tool to help with memorization from vocabulary words to a foreign language.
- Students actively engage in their learning. Often by connecting their prior knowledge to new information.
- Mind Maps helps students learn information by forcing them to organize it and add images and color to it.

File Description	Document
Documentary evidence in support of the claim	[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: D. Any 2 or 3 of the above

File Description	Document
Documentary evidence in support of the selected response/s	
Data as per Data Template	

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: D. Any 2 or 3 of the above

File Description	Document
Documentary evidence in support of each selected activity	
Data as per Data Template	

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: D. Any 1 of the above

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

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**

     16-09-2022 11:53:55

3. **Performance tests**
4. **Oral assessment**
5. **Rating Scales**

Response: C. Any 2 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Data as per Data Template	View Document

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

Response: E. Any 1 or none of the above

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

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Photographs with caption and date wherever possible	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: C. Any 2 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](#)

Other Upload Files	
1	[View Document](#)

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

The process of internship in schools or school internship in which practice teaching is a major thrust occurs in the following ways as procedural steps of entire practice teaching protocol-

a) The principal of the institute meets the heads of the schools for taking their consent for the said purpose.

b) Interactive session with the student teachers by the principal and faculty members before sparing the student teachers for their school internship.

c) Discussion with the teachers in-charge of school allotment with the student teachers for their preference in opting the schools out of the selected schools,

d) Preparation of the allotment list of the students teachers for different schools with the selection of group leader and allotment of one teacher educator as the college mentor.

e) Visit of the schools by the college mentor allotted for different schools to meet the student teachers, supervising their class room performance with the use of teaching aids and appliances and the prepared lesson plan. After that the supervisor reports his/her observations in the supervisors observations book regularly with the help of school mentor teacher.

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

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

Response: 2.48

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

Response: 27

File Description	Document
Plan of teacher engagement in school internship	View Document
Data as per Data Template	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: D. Any 2 or 3 of the above

File Description	Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internship in schools
The college has strong bonding with surrounding area schools as our students interns complete their 16 week internship in these school under the guidance and mentorship of head of school and senior faculties and other teachers. The head of our institute personally discuss with the head of varies schools before internship regarding the pectation of school from our interns previous years feedback and suggestions.
We are call subject experts, senior experienced teachers and in-service teachers (preferably our alumni) from our area's government and recognised private schools in orientation of pre internship programme. With the pragmatic viewpoint the senior teachers quote all the practical aspects, the student teachers ought to face during their teaching practices. These discussions help a lot to plan and prepare themselves for innovative and fruitful teaching practices. Te pupil teacher also know • about their . With the pragmatic

viewpoint the senior teachers quote all the practical aspects, the student teachers ought to face during their teaching practices. These discussions help a lot to plan and prepare themselves for innovative and fruitful teaching practices. Along with this, they also tell about responsibilities perform by pupil teacher at the time of internship.

The college make a team of one senior faculty of school, one subject teacher, if possible our alumni and one college faculty to guide and supervise a small group of interns in the school. This team of mentors also provide feedback to student interns and suggest the ways of improvement in their day to day teaching practice.

During internship the college mentor teacher visits the concerned school. He/She supervise and assess the progress of pupil's teaching practice. As well as • he/she discuss with the team of mentors regarding interns whole day progress. The school mentor teacher also play an important role in internal assessment and evaluation of internship . For this internal purpose a Performa has been given to each school to make assessment accordingly .

Subject experts, ICT experts from schools are invited to college to train and guide our students teacher as well as they act as judges in intra college or inter college skill in teaching competition. During final assessment of skill in teaching / school experience program heads of schools and subject experts also act as external examiners in the college.

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: C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	[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: D. Any 1 or 2 of the above

File Description	Document
Any other relevant information	[View Document](#)

2.5 Teacher Profile and Quality

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

Response: 80

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: 23.44

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

Response: 03

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: 7.62

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

Response: 99

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

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

- **In house discussions on current developments and issues in education**

- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

In house discussions on current developments and issues in education

Community and academic peers are invited for formal/informal talks to the PTs, teaching and non teaching staff of the college. Input from parents of the PTs and interaction with neighborhood provide general feedback about the course and the related curricular/cocurricular activities. Their suggestions are always welcome. Thus, most of the feedback is focused on curriculum related academic and training aspects and as a result, it is observed that it helps all concerned in achieving institutional goals and in the creation of professional teachers. Informal discussions between faculty and PTs provide the feedback about the relevance of the course content, coverage, institutional climate etc. Research is an integral part of B.Ed. program. Jyoti B.Ed. College, Rampura, Fazilka emphasizes on research and action research amongst the faculty and PTs. Management and the Principal of Jyoti B.Ed. College, Rampura, Fazilka always look forward for systematic and objective analysis and recording of controlled observations that may happen or have happened in the college. College authorities keep a close look at the emerging trends and needs of teacher education. In group discussions, the debates amongst the faculty are arranged to locate research themes, find answers to emerging questions and solutions for resolving issues in the field of general education and teacher education. Organization of Group Activity for personality development through group discussions and mock interviews, conduction of school internship, organization of community outreach activity, participation in the seminar – cum – workshop on micro –teaching skills, pedagogical analysis, lesson planning etc. envisioned in the B. Ed. curriculum create learning environments that foster positive social interaction, active engagement in learning and self - motivation. The institution ensures that the student teachers develop proficiency for working with children from diverse background and exceptionalities through the teaching of individual differences, inclusive education, equality of educational opportunities, removal of gender disparities from theoretical stand point of the curriculum transaction. And through the organization of Group Activity for personality development through group discussions and mock interviews, conduction of school internship, organization of community outreach activity, participation in the seminar – cum – workshop on micro –teaching skills, pedagogical analysis, lesson planning etc. envisioned in the B. Ed. curriculum from practicum standpoint. The institution ensures the access to the information on organizational performance (Academic and Administrative) to the stakeholders in the following ways. i. Through the Information Board and Notice Board of the institution. ii. From the members of the managing committee, Teaching and Nonteaching staff of the institution, iii. Personal meet with the Principal of the institution, iv. Through the participation in the academic and cultural programs of the institution, v. From the website of the institution which is functioning in up-to-date form. vi. The teacher educators collect more information from websites to find useful teaching ideas, or more academic articles. They consult magazines & journals in the college library. This is the way the teachers get enriched. vii. Exploring our own classroom practice is yet another innovation that is under experimentation.

File Description	Document
Documentary evidence to support the claims	[View Document](#)

2.6 Evaluation Process

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

Response:

Evalution is an innate part of teaching learning process. The college follows the modalities of conducting the continuous Internal Evalution as prescribed by Punjab University ,Chandigarh & S.C.E.R.T Punjab On the Commencement of each new acadmic session , the students are Intimated about nthe evalution system to be follewed . Updated of different university & S.C.E.R.T Punjab notification about the examination about the examintion is provided to the teachers as well as students . The college has adopted a method of assessing the acadmic performanceof the students on a continuous basis .

Continuous Assessment In Theory Subjects :-

* The marks alloted for Internal exam are ,Assignment for , Marks and to that of external exams are .In this frame work ,the college conducts the following components as part of internal exams .

*Marks are awarded for all the above activities and the average is taken as the assignment marks.

*Special tests for slow learners .

*More Assignment are given for practice .

* Each students is encouraged to give seminars in the class.

*The students are informed the mistakes committed and guide to improve their perfomance in next examination .

CONTINUOUS EVALUTION IN PRACTICAL SUBJECTS :-

*For Practical subjects,there shall be a continuous evalution during the semester for sectional marks and examintion marks is taken .

* Additional activies are Introduced .

INTERNAL EVALUTION IS TRANSPARENT :-

There is complete transparency in the internal Evalution . The Criterion adopted is as directed by the University.

* At the beginning of the Semester , fuculty members inform the students about the Various Comonents in the assessment process during the semester .

* The internal Evaluation test schedules are prepared as per the University and Communicated to the students well in advance .

* For Internal Evaluation system , Proper arrangement of formative tests in class in done .

*Evaluation is done by the course handing faculty members from the date of examintion .

* The Correct answer paper of the students are distributed to them forn the verification by the students in internal evaluation tests are displayed on the college notice board .

*The marks obtained by the students in Internal Evaluation tests are uploded periodically on the University web portal along with thier attendance .

*Day to Day perfomance of the students is assessed for every work which includes regularity , performance , viva and the promptness in submitting the record .

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

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

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

Response: B. Any 3 of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

The institution follows a set procedure which brings grievances into the open so that the institution can know them and can take necessary action to settle them. It covers the receipt and processing of complaints from the students, and action taken on any issue raised by them to avail services more effectively. The college has a well organized mechanism for redressal of examination related grievances. The students can approach the Teachers, College examination officer, and principal to redress the examination related grievance as per the requirement and jurisdiction of the grievance.

* After the evaluation is done for the examination, if any student feels that the marks given to him in any paper are not just ,he or she can apply revaluation by remitting the fees to the college.

* Students and faculty members are made aware of the transparency to be maintained in the system of assessment.

* The subject handling faculties with Department head deals with the grievances related to university question paper after informing the principal like questions out of syllabus, repeated questions, Improper distribution of marks, Marks missed ,wrong questions numbered etc.

*If student has any grievances related to evaluation of University answer scripts are intimated to the subject handling faculty and head of the Department if necessary.

* The mentor deals with the doubts the students come across, clarifies them which enables them to do better in future.

* The corrected answer scripts at random are verified by head of Department to ensure the standard evaluation process.

* The students have a right to apply for verification with photocopy of answer sheets.

*The institution gives right to students to challenge the evaluation of answer books.

* If students face any problem during examination.

*They are solved by the institution Chief Examination officer.

* The grievances during the conduction of theory examination are considered and discussed in consultation with the Principal and, if necessary, forwarded to the University by examination section.

*Students are allowed to apply for evaluation, recounting and challenged evaluation by paying necessary

fee to the University if they are not satisfied with the University valuation through college. *Norms regarding grievances are displayed on University website.

*The institution follows the University policy.

*The entire mechanism to deal with examination related grievances is time based as per University rules and regulations.

* Question papers are reviewed which are made by faculty to find out the percentage of toughness in the question paper and the feedback is given to the Department head.

* Table marking and seating arrangement is also displayed on the notice board along with the timetable.

* If any grievances are reported repeated after the evaluation they are resolved immediately and submitted by the concerned faculty to the Department.

* University decision or information after resolving the grievances, is intimated immediately to the concerned Departments once it is obtained through their Principal.

* It is also conveyed to the students through class coordinators and subject handling faculties.

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

Response:

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

Respons:-

An academic calendar is of vital importance for the Institute to keep students, faculty, and staff reminded of key dates throughout the academic semester and year. Institute annual Calendar is a representation of planning of Institute which is scheduled for the entire year. It is a setting of exact activities that can be done according to appropriate time. The annual calendar is a planning tool for Institute to do all the Institute related programs in a particular time. It is also useful for prospective students, alumni and parents as well. The institution prepares and publishes academic calendar before the commencement of the Academic year containing the relevant information regarding the teaching learning schedule, working days, various events to be organized, holidays, dates of internal examination, semester examination etc. Our Academic calendar represents planning of Institute schedule for whole semester to make aware the teachers and students about important dates driven information. The calendar talks about academic and non Academic activities in addition to cultural events. The sole purpose of incorporating academic calendar is to improve the teaching learning qualities to finish the assigned task within the deadlines and instill among teachers and students about the importance of professional standard.

*The academic diary includes the complete teaching learning process. It also contains teaching plan and execution of activities.

*The Institute Academic calendar gives particular period to conduct extracurricular and social activities such as celebration of birth and date anniversary's of the national icons, Celebration of various national and international days.

* The Institute adopts the strategy of continuous internal evaluation, seminars, Project work, unit tests and semester examination through which the Academic progress is monitored regularly.

* The Institute forms an examination committee to monitor the overall internal assessment process. *When the Institute receives the list of students who are enrolled for the examination it prepares seating arrangement chart list of invigilators etc.

* Besides the assessment, midterm examinations are held.

* The Institute completes all its practical examinations B before the commencement of the end of term examination.

*At the end of semester there is one examination in each course which is of three hours.

* The evaluated answer books are returned to the students and an opportunity is given to the students to discuss the evaluation with the teacher.

* The teacher rectifies any error on the spot, if any.

 *The re examination is permitted only for theory examination which are offered by the student during a semester.

* The academic calendar displays the following.

*Class assessment Date.

* Display of marks of assessment Date Cultural activities.

* Extension and outreach program schedules.

* Practical examination.

* Midterm examination date.

* Display of marks of midterm examination.

*Co curricular activities.

* Final examination Date.

* Display of marks of final examination.

* Revaluation.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	<u>View Document</u>

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:

The institution is an affiliated college of Punjab University Chd., adopts the curriculum of B.Ed and scheme of courses under the programme as provided by affiliating university the teaching learning is aligned with the following PLOs after completion of the B.Ed programme. The pupil teachers would be able to achieve .

1. Content competency.

2. Pedagogical skills and innovative practices.

3. Professional ethics and accountability .

4. National character.

5. International citizenship qualities.

PLOs

Transaction of the courses requires a variety of the approaches such as, class teaching, case studies, discussions on reflective journals, observation of children,interaction with community multiple socio-cultural environments close reading of original writings, tutorials, seminars project work, term papers , individual or group assignments and continous engagement with the field.

CLOs

The curriculum scheme of B.Ed programme is bifercate in four semester . Each semester pertains some foundation courses which are compulsary for all the students and some optional pedagogical courses to train pupil teacher several teaching skills, devices techniques and strategies along with work experience and field work courses to achieve essential professional competencies the courses wise learning outcomes as below-

PHILOSOPHICAL BASES OF EDUCATION

- To have insight into the concept, types and role of education.
- To acquire conceptual understanding of ideology of (Idealism, Naturalism and Pragmatism) different philosophies.

GROWTH AND DEVELOPMENT OF THE LEARNER

-Understand the concept, principles, factors affecting human growth and development.
-Get familiar with different stages of growth and development and its educationa implication.

TECHNIQUES OF TEACHING

-To gain insight and reflect on the concept of teaching and the status of teaching as a profession;
-To obtain total perspective of the role of techniques in educational practice.

EDUCATION IN CONTEMPORARY INDIA

- To have insight into constitution of India in relation to education.

ICT SKILL DEVELOPMENT

- To demonstrate understanding of the main components of the computer hardware in use.

READING AND REFLECTING ON TEXT

- To enable to read analyze , reflect on variety of text.

- To enable students teachers to enhance their capacities as readers.

UNDERSTANDING THE SELF

- To develop positive thinking among students teachers.
- To enable the student teacher to discover.

SCHOOL LIBRARY AND INFORMATION SERVICES

-To enable the student teachers to develop an understanding of meaning, concept and nature of school library services.

PEDAGOGY OF HISTORY

-To acquire a conceptual understanding of the nature of History.

-To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to

reflect on the desired changes.

PEDAGOGY OF MATHEMATICS

- Develop an insight into the meaning, nature, scope and objective of mathematics education;

- Appreciate the role of mathematics in day-to-day life.

PEDAGOGY OF SCIENCE

- Understand the nature of science and appreciate science as dynamic and

expanding body of knowledge.

- Identify and formulate aims and objectives of science teaching

PEDAGOGY OF SOCIAL STUDIES

-To acquire a conceptual understanding of the nature of Social Studies.

- To acquire basic knowledge and skills to analyze and transact the Social Studies.

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

2.7.2 Average pass percentage of students during the last five years

Response: 54.52

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

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

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[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:

Students performance on learning task is assessed and recorded on the basis of term paper , house test , class assignments, attendance , participation and participation in discussions/seminars/tutorials, related practical and sessional work. It will be assessed and prepared by the concerned teacher on the basis of file work and viva voce. The final list of internal assessment of all the papers in a semester will be prepared by a panel of 3 senior teachers moderated by the principal. The most appropriate assessment to improve guidance in student learning are quizzes test writing assignments, and other assessments that teachers make in their classes on a regular basis. Teachers rely on the results from these assessments because of their direct relationship with classroom teaching goals. Plus, the results are immediate and easy to analyze at the individual student level. To use classroom assessments to improve, however, teachers must change both their approach to assessment and their interpretation ofthe results. In particular, they need to see their assessment as an integral part of the instruction process and as important in helping students learn. Despite the importance of assessment in education today, some teachers receive very formal training in assessment design or analysis. teachers rely too heavily on assessments submitted by the publisher of their textbooks or instructional materials. When no appropriate assessment is available, teachers construct themselves in a disgusting fashion, with questions and essays similar to those their teachers used to use. They form assessment as assessment instruments, to be used primarily after instructional activities are completed and to provide students with grades., to be Assessment for learning and quality feedback has promoted increased student progress. Assessment of learning can detract from effective classroom practice, prevent

feeding back assessment decisions to learners on their performance with a view to improving their work. The teachers inform the student after the assessment of their progress to empower them to take the necessary action to improve their performance. Teachers have created learning opportunities where students can progress at their own pace . The individuality of feedback has a facility to support weaker learners and challenge more able learners. Teachers set tasks and activities and pose questions to learners. Students respond to the activities and questions and the teachers make judgments on the student knowledge, understanding and Skills acquisition as evidenced in the learners responses. It is important that the learners in a group understand what they're trying to achieve in a given task and why they're doing it. Feedback on assessment has helped students improve in a specific activity when feedback provides correction or improvement in a piece of work, it is valued by learners and act as an incredible motivator. Teachers demonstrate that all learners can learn and improve, but the improvements must be measured against their own previous performance , not that of others. The teachers encourages students to observe how others are responding to a task so that they will begin to apply the assessment criteria to their own work .

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](#)

2.7.4 Performance of outgoing students in internal assessment

Response: 100

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

Response: 67

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

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

Response:

The students have an opportunity to reflect on and demonstrate their thinking. By trying to identify their sources of evidence. The teacher better understands where their difficulties arise and can alter their teaching accordingly and lead the students towards better understanding of the concept. For example, a planning session about future projects related to teaching learning in which the students work in small groups on different topics. Issues lead to a discussion about the criteria for judging the work quality. This type of assessment discussion, which occurs before an activity even start as a powerful influence in how the students conduct themselves throughout the activity and what they learn. To best support their students learning, teachers are continuously engaged in ongoing assessments of the learning and teaching in their classroom. Student's performance in various field related activities, practical, project work, community related work, diaries, student portfolios, field observations, visit to innovative pedagogy and learning centre, education resource centre etc.Internal assessment will be based on the performance of the student in term paper, house test, and participation in discussions related practical and sessional work. It will be assessed and prepared by the concernedteacher. Teachers make professional judgments on student performance in every teaching and learning session undertaken, whether consciously or subconsciously. And thus, using these professional Judgments and translating them into feedback on the quality of individuals work is the focus of assessment for learning.

- Assessment for learning and quality feedback has promoted increased student progress.
- Assessment of learning can detract from effective classroom practice and prevent feeding back assessment decisions to learners on their performance with a view to improving their work.
- The teachers inform the student after the assessment of their progress to empower them to take the necessary action to improve their performance.
- Teachers have created learning opportunities where students can progress at their own pace and undertake consolidation activities where necessary.
- The individuality of feedback has a facility to support weaker learners and challenge more able learners.
- Teachers set tasks and activities and pose questions to learners. Students respond to the tasks,activities and questions and the teachers make judgments on the student knowledge, understanding and Skills acquisition as evidenced in the learners responses.
- It is important that the learners in a group understand what they're trying to achieve in a given task and why they're doing it.
- Feedback on assessment has helped students improve in a specific activity when feedback provides correction or improvement in a piece of work, it is valued by learners and act as an incredible motivator.
- Teachers demonstrate that they believe that all learners can learn and improve, but the

improvements must be measured against their own previous performance and not that of others.
- The teachers encourages students to observe how others are responding to a task so that they will begin to apply the assessment criteria to their own work.
- The teachers plan opportunities for learners to use the feedback provided on the assessment decision to further progress

File Description	Document
Documentary evidence in respect to claim	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.64

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..**

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

2020-21	2019-20	2018-19	2017-18	2016-17
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: D. Any 1 of the above

File Description	Document
Institutional policy document detailing scheme of incentives	[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: E. None of the above

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: 0.08

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	01	0	0	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.7

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	02	06

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

3.3 Outreach Activities

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

Response: 4.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
02	07	06	05	04

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

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

Response: 49.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
36	36	45	45	25

File Description	Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document

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

Response: 70.29

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

2020-21	2019-20	2018-19	2017-18	2016-17
51	65	45	62	42

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:

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

Our college campus adopts a policy to make students aware of the ongoing social issues in the society. Under this blood donation camps are organised. Seminars on current social issues are held from time to time. In which awareness is created about child marriage, traffic rules, women empowerment etc. Apart from this many other issues are emerging in the society about which the college campus is also raising awareness about the activities from time to time. Information on social issues is provided by the college teacher. With the collaboration of NGO's college conduct seminars and camps from time to time. Blood donation camp is organised every year during which 30-35 units of blood are donated. The camp is held at the college and government hospital. Blood is also donated during emergencies if needed. Eyes check up and free medical camps are conducted in collaboration with government hospitals. Eyes donation seminar have also been organised in which the importance of eyes was discussed. Books, school uniforms and shoes are provided free of cost to poor children in association with God Gifted Welfare Society. A lot of

work has been done in collaboration with the Social Welfare Society. Information has been given about recharging rain water and more has been done to recharge rain water. Plants are also planted in the college and adjoining villages. College students are also provided door-to-door health education and voting information in the villages from time-to-tome. College and students are always ready to help the community when needed.

File Description	Document
Report of each outreach activity signed by the Principal	View Document

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

Response: 5

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

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	01	01	01

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

2020-21	2019-20	2018-19	2017-18	2016-17
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: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

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:

For the optimum use of institutions we have 06 classrooms, ICT facilities with LCD projectors available in college. The Administrative office, Principal's office, the IQAC room, Library, Reading room, Multipurpose hall, Girls common room, Psychology lab ,Resource room Well-equipped art room, computer labs , language lab, faculty rooms and seminar halls with audio visual facility are also available in college. The institution has adequate facilities for sports, games, yoga and cultural activities. In order to implement the plans and achieve desired goal, the Institute has
created adequate infrastructure .The campus has Internet facility. Management Committee plans for all requirements at the beginning of the academic year with the suggestions from heads of the Department. Proper utilization of physical infrastructure is done during and after college hours .

R O system is available in college so Safe and pure drinking water is provided by the college to all. For safety purposes Internal and external surveillance system (CCTV) cameras, as well as two LCD monitors, are installed for security and administration. Two Generator are available in college .The caretaker is appointed by the college to ensure the cleanliness, hygiene, sanitation ,water supply electricity,security and stationary condition .The college has its own full time Plumber ,electrician, sweepers and gardeners to maintain the lawns and floor of the college

Laboratory: . Science laboratories are well-equipped , are supervised by lab incharges

Library: Spacious and well-furnished Library with reading room, air conditioning is available in the college. Computer-assisted Access to Institutional E-Granthalaya Software is used for the purpose of maintaining record.

Classrooms: The College utilizes the classrooms for conducting lectures and other academic activities such as group discussions, presentations, seminars, workshops, role plays etc.

Computer Lab: The lab has 16 computers. Computers are regularly updated with anti-virus software to protect them from malicious programs.Innovative teaching learning practices ensures optimal utilization of resources.

Language Lab: The audio and digital language lab provides the opportunity to the students to improve their communication skill.Our College emphasize the need of English, Hindi, Punjabi in the technical world to prepare them for interviews and future job environments.

Playgrounds: The college has huge spacious ground, college front area different varieties of plants. On one side their is cricket practice ground, on another side net for football ground and badminton ground. Their different programs, daily activities practice for different games like Kho- Kho, Kabaddi, volleyball, basketball, cricket, etc. for participation in intercollegiate competitions are conducted here. Thus, optimal

use of ground is made. Chess, carom,table -tennis etc setup are also maintained in a sports room for the students.

Multi Purpose Hall: Having the seating capacity of100, it has been well furnished facility and comfortable seating arrangements, ICT facilities for screening movies and video clippings and interactive whiteboard, this hall is used for conduct of seminars, workshops and cultural programmes.

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: 50

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

Response: 5

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

Response: 10

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)

Response: 83

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.22	11.76	5.98	10.12	12.91

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](#)
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

Library is automated using E-Granthalaya

Nature of automations :partially

About Jyoti B.Ed. library

In College Library, we are providing pupils need based facility which help students to enhance their knowledge. Pupils get books through manual and E-Granthalaya catalogue system, , by using software. Library teacher also help students how to find books through E- catalogue. Students and teachers also get their books through open access system in library racks. The library is provided with Wi-Fi facility.

The library working is computerized. **E- Granthalaya** Software is being used for issuing books and maintaining records. The various housekeeping activities of the library, such as data entry issue and return of renewal of books, member logins etc are done to the software. The books are being bar coded and the users are given unique barcode ID. The library is equipped with 04 computers, printer, scanner, photocopier and internet facilities which help students and teachers in accessing information.

The teacher educators collect more information from websites to find useful teaching ideas, or more. This includes Student and staff membership entries books issue and returns.Teachers and students use computers and the internet in library to access a variety of information about teaching subjects, the teching learning process,teaching strategies,recent study material related to their topics.

The keywords used for the effective retrieval of books in the library are author, title and publisher. Teachers and students use computer and internet to access various kind of information regarding teaching subjects, teaching-learning process, teaching strategies, teaching techniques, various kinds of innovations in the field of classroom interactions, teaching aids, effective use of audio visual teaching aids, role of electronic media in education, recent researches related to educational developments and educational complexities etc. Teaching staff compare the educational developments of other countries with their educational practices of indigenous system.

The Institute is installed with integrated library management system. The library is used almost on each working day.

a. By Teaching staff : on as and when required basis.

b. By students : on as and when required basis.

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

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

Response:

This facility is a not available in our library till now but our college management is planning to make available this service in upcoming sessions for the student and teachers so that they can access through gateway for remote access and after this faculty teacher and student can use computer and internet to

access various kind of information regarding teaching subjects, teaching -learning process, teaching strategies, teaching techniques. Various kinds of innovations in the field of classroom interactions teaching aids effective use of audio visual aids teaching aids role of electronic media in education recent research related to educational development and educational complexities etc.

File Description	Document
Landing page of the remote access webpage	[View Document](#)

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

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

Response: C. Any 2 of the above

File Description	Document
E-copy of the letter of subscription /member ship in the name of institution	[View Document](#)
Data as per Data template	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 0.28

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.17	0.23	0.25	0.38	0.39

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](#)
Link for additional information	[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: 188.9

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: 1829

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: 2625

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: 3298

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: 3582

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: 3778

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
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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

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

Response: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

4.3: ICT Facilities

Our institution is totally technology enabled. There is internet and Wi-Fi connection available for the staff and students. There is one Over Head Projectors (OHP), (30) transparent sheets, 01 portable LCD projectors, 01 laptop, 14 LCD , 07 Desktop monitor, audio-visual equipment LED, CDs and DVDs, DVD player, Antivirus K-7, speakers, 3 amplifier, 4 printers with Scanner, 2 digital camera , CCTV Camera. All these resources are well utilised to make teaching-learning meaningful.

The Available ICT facilities in the institution are as follows:

College Administrative Office:

The office is furnished with high configured systems (2) with printers & Scanner (2). The office is well connected with internet and WI-FI and Biometric system to monitor the movement of the staff.

College Digital Library:

There are 4 computers available with internet and Wi-Fi connection for the staff and student.

College Computer Language Lab:

It is well-furnished 1 PC, Multiple Speakers/Mic and 12 systems with high configuration and LAN connection, headphones, interactive board with LCD projector and Internet and Wi-Fi Connected.

Accessibility For Students/Staff :

The Staff and Students have access to internet and Wi-Fi connection. Student is given unlimited access to browse the net for learning purpose only. They also use the available computers in the institution for curricular and co-curricular activities like power point preparation, seminar and assignments, etc. Student is given unlimited access to browse the net for learning purpose only. The staff avail the ICT facilities to enhance their teaching competencies and for their research.

Software:

The institution uses predominantly Windows 7 and 8, MS office 2010 and Tally 9, Photoshop E-Granthalaya, etc.

WIFI:

Our institution is using high speed internet connection with speed of 100mbps which ensures online learning is efficient. Wi-Fi and Internet facilities are regularly monitored and updated accordingly.

Power Backup:

The entire campus is monitored by CCTV facility.

- Information about upcoming events is available on the website. This information includes a time and date along with details about the event.
- The campus is well connected with a well planned telecom network with intercom facilities.
- Wi-Fi zones are set at various locations, such as reading halls. Department's corridors and the lawn area.
- For easier communication, circulars, including important notices are also posted online
- The academic calendar, as well as the course information, is also updated in the beginning of every academic year.

The Institute has always been reviewing the current needs and accordingly the Internet bandwidth is upgraded from time to time. Up gradation is done according to the strength of the students each year. The quantity of desktop computer, printers, Laptops, Projectors, scanners is increased according to the need of institution.

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 4.19

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

4.3.3 Internet bandwidth available in the institution

Response: 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
Link for additional 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: C. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	[View Document](#)
Link to videos of the e-content development facilities	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)
Link for 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: 15.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.22	2.36	1.25	3.77	0.51

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:

The College ensures the optimal allocation and utilization of the funds for maintenance of infrastructure and purchase of new equipment. The Purchase Committee of the College reviews the proposal, which is further approved by the governing body or management committee of the college. As the college is in rural area thus the quotations are invited from the local vendors or from vendors of other cities to compare the

prices and the equipment is purchased from the vendor with the lowest quotation. In case of small amount of purchasing daily requirement register is maintained .The demands or requirement is approved by the principal by consulting the concerned incharges of the cell /committee or club who has given the demand and then purchase committee member purchase it from local selected shops. The college has formed several committees and cells which are responsible for periodic checking and maintenance labs and library, physical infrastructure, gardening ,stationary and printing etc. The record of the equipment is maintained in the stock registers of the concerned lab or construction stock register. At the end of the financial year, the College carries out an Internal stock Audit by the staff of the college. The maintenance and the cleaning of the classrooms and the laboratories are done with the efforts of the non-teaching staff students and teachers. The college website is prepared ,maintained and updated regularly by external agency.. The college has various equipment like   Generators, photocopier machines, computer printers, fire extinguishers, CCTV cameras, Audio system, Inverters, UPS, AC, water purifier (RO)etc. The maintenance of those facilities is done regulary.

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

5.1.2 Available student support facilities in the institution are:

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

Response: C. Any 6 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)

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

1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
2. **Details of members of grievance redressal committees are available on the institutional**

website

3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
4. **Provision for students to submit grievances online/offline**
5. **Grievance redressal committee meets on a regular basis**
6. **Students' grievances are addressed within 7 days of receiving the complaint**

Response: C. Any 3 or 4 of the above

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

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

Response: C. Any 2 of the above

File Description	Document
Upload any additional information	[View Document](#)
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators

Response: 11.17

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	10	6	6

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](#)

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

Response: 8.96

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

Response: 6

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

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

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

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

Response: 5.32

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	5	4	3	5

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

Students Council is active and plays proactive role in the institutional functioning

Our college campus students work with the collaboration of teachers. In the college different houses and clubs are prepared. All the students are distributed in different houses and clubs. Students are awarded on different positions on the basis of merit.

Such as :-

House /Club

1. Captain

2. Vice captain

3. Executive Member

4. Cashier

There are also language editors

 1.Editor in Punjabi

2. Editor in Hindi

3. Editor in English

 Different functions, festivals, seminars etc are conducted in the college In a house all the students work with the collaboration of teachers .For example , one house member given a responsibility to celebrate one festival .All the house member in a one house share their work and perform task with responsibility. The responsibility are changed in the next festival/function, so that all students are able to understand and perform all kinds of task. Buddy groups have been formed in our organisation as per the orders of the administration. Buddy group conducts a lot of activities like poetry, essay writing competition, debate etc . In the future students will be able to do their work easily and responsibly.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	[View Document](#)

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

Response: 4.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
04	05	05	05	05

File Description	Document
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[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:

Jyoti B.Ed College Rampura,Fazilka a number of alumini got education from this reputed institution. Though this insitituion is located in rural area, it has great contribution in the educational development of rural students The alumini Association helps in establish networking with all students. The alumni Association is very active in promoting interactions among the alumni, staff and the management, besides helping alumni in all possible ways, it also lends its support to the college to achieve its cherished goals, its vision and mission. Jyoti B.Ed College Alumni Association maintains a life-long bond between the institute and its alumni. In collaboration with extremely dedicated volunteer executive committee members, the alumni association, works to connect alumni, support the students and builds the institute's unforgettable experience through various events, programmes and services. Institute regularly interacts with the alumni association and organizes alumni meet twice a year. Alumni contributes not only in academics affairs , student support but also mobilization of resources non financial aspects. It acts as a bridge between college and society and school for interaction on new developments in different disciplines .

The alumni alumnus Contributes significantly to the development of the institution through non financial means.

The institution rests on the rich history of its students, success and glory so alumni is the backbone of the institution.

Alumni are invited to interact with students for career guidance and placement assistance.

To encourage and support students of the Institute in sports, cultural and extra-curricular activities. .

Alumni visits the college and interacts with the students through guest lectures,To provide guidelines to the students for better career and gives the information about the latest school requirements.

A network of old students is achieved through alumni. Student representatives on the alumni committtee create close relationship between students and alumni and provide student input to council deliberations and priorities. Student representatives will serve a long term will attend meetings held on campus and provide / implement ideas for student alumni connections.

File Description	Document
Details of office bearers and members of alumni association	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: C. Any 2 or 3 of the above

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

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

Response: 8

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

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

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

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

Response:

An alumni association is of graduates of, more broadly, of former students (alumni). Our college motivates the students by gathering alumni and makes them interact with their friends and helps to gain knowledge from their skills and experience. The main aim of this association is to promote and foster interaction amongst the alumni, faculty and present students in order to raise the college to a higher level and avail help from alumni through various initiatives. Additionally, such groups often support new alumni and provide a forum to form new friendship and relationship with people of similar background. Choose a job you love, and you will never have to work a day in your life. Alumni generously support college activities and also their time, expertise and enthusiasm.

The alumnus sharing their success stories in their respective fields during their interaction with the students. They also share how college has contributed in their all-round development by laying equal emphasis on academics as well as co-curricular activities and community services.

They are Encouraging students to pursue higher studies. The members provide academic and career advice for development of the students.

- The Alumni helps in establishing Networking with all students.
- The Alumni motives the newly enrolled students on the day of starting of new session.
- It helps the college in updating about the placements of pass out students.
- furnishes information about job opportunities in schools.
- Its feedback has helped in improving the existing curriculum, organizing new activities, etc.
- It has given many healthy suggestions for the augmentation of the college.
- To encourage and support students of the Institute in sports, cultural and extra-curricular activities. .

File Description	Document
Upload any 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:

Response: The governance of institute is aligned with its vision of carving physically fit, mentally robust and professionally competent individuals and its mission to impart holistic and industry oriented management Training. The institute follows the hierarchy of leadership to ensure effective organizational working and incremental improvement. Keeping in view the vision and mission of the Institute, top layer of hierarchy identify needs to be addressed in the areas of: Enhancing quality of management education Introducing contemporary courses Promoting inter institutional and international collaborations Promoting physical fitness among students .

Vision :To Spread the light of knowledge in society by providing quality teacher education.

Mission :

- To provide conducive environment for teaching-learning with the use of modern methods & technology.
- To inspire the students to develop their personality as innovative & creative teachers with a scientific flair through various academic ,co-curricular & extension activities.
- To train the students as socially sensitive,responsible & professionally skilled teachers

   The institution follows a Democratic and participatory mode of governance with all stakeholders participating actively in its administration. Management committee, Head of the institution, teachers, Non-teaching staff,student play an important role in determining the institutional policies and implementing the same. The Principal monitors the mechanism regarding administration and academic process. It also ensures proper functioning of the policies and rules and action plans of the college. The staff council monitors the academic progressive performance of the college regularly. The Supporting Committees include examination cell ,Placement cell, Faculty development committee ,Sports in -charges Examination Committee Etc.

For the purpose of bridging the gap identified, leaders set

Objectives

- To strive for and maintain excellence by systematically reviewing classroom facilities, equipment and curricula.
- To provide the students with the basic skills which contribute to success in their careers and in their private lives.
- To engage students and teachers in reflective thinking, enterprise, innovation and placing emphasis on originality and self-expression.

- To make our student activities and experience valuable which foster personal   growth.
- To maintain a process of communication with the community.

Objectives are achieved through:

1. Collecting, analyzing, and acting upon the feedback and consultation from the stakeholders

2. Connecting with Parents on phone or otherwise to communicate progress of their ward as well as to get their opinions about the program delivery

3. Making student friendly policies, so as to make them comfortable in giving suggestions and involving them in various institute level committees.

4. Conducting regular Alumni Meets and invite suggestions and contribution of any sort from alumni for betterment of the Institute.

5. Connecting with Industry through placement processes and recording their requirements

6. Following Governing body's norms compliance and regulations

7. Interacting with the local community to identify and serve their requirements The governance of institute is aligned with its vision of carving physically fit, mentally robust and professionally competent individuals and its mission to impart holistic and industry oriented management Training. Jyoti B.Ed College has a well-defined where the institute follows the hierarchy of leadership to for effective organizational working and incremental improvement. Presence of Alumni/ present students/faculty/ in various committees reflects participative management approach of the institute.

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
Link for additional information	View Document

6.1.2 Institution practices decentralization and participative management

Response:

The institution believes in Democratic values and thus. It has decentralized and participate management. The Institute has a mechanism for delegating Authority and providing operational autonomy. To all. The various functionaries to work towards decentralized governance system. **Decentralization:** The sole authority of the institution is the Principal but all the members of the staff play significant roles to

participate in the decision-making system of the college. Various programs are conducted by the faculty members in which they represent in various cells and committees and showcase their abilities. They are encouraged to develop leadership skills by being in charge of various academic, Cocurricular and extracurricular activities. The Principal implements and monitor the Academic administrative system to cater to vision and mission of the Institute. The academic committee monitors academic activities and progress various teaching learning processes. Examination committee Looks after the internal and University examination activities. Training, placement and career counseling cell looks after the training and placement activities. Cultural and Sports Committee looks after the planning, execution and supervision of cultural and sports activities. Accountant is responsible for management of Finance in account activities. Learning resources are managed by the Library Committee. Students play an active role as a coordinator of co-curricular and extracurricular activities.

Participative management : The staff and students participate in various activities. Thus, the Institute promotes a culture of participative management. The teachers are fully involved in deciding academic activities and examinations to be conducted by the college. The teachers and students coordinate with each other, share their opinion meet and discuss for the events and the various activities to be conducted by the institute. The principal along with coordinator and other staff members are involved in defining the policies and procedures, framing guidelines and rules and regulations for the admission, placement, discipline, grievances, counseling, training and development, and library service. The administrative, academic and non academic activities of the institutions is the responsibility of the Principal. Office staff are involved in executing day to day support services for both students and faculties. An Action Plan is prepared by the department's in distribution of work is done. There is staff club in the college, which is an unofficial body but operates as unifying factor among the members of staff and organizes various social, cultural and welfare activities. . Senior members of staff are considered vital members of decision making body.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)

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

Response:

Jyoti B.Ed College maintains complete transparency and accountability with regard to academic, financial, administrative and other functions. There is a full -fledged, robust well integrated system of internal process like Admission, Examination process, Internal Quality Assurance, Library Management etc. The Institute has a highly secured IT infrastructure for streamlining the information flow.

 Financial Transparency: Jyoti B.Ed College maintains complete transparency in its financial functions; the finance department is headed by the Principal who regularly checks the financial working .Governing council also visits the financial statements in the general meetings. Most importantly the audited financial statement of the institute is uploaded on the institute's website to maintain transparency in financial functions.

Academic Transparency: With regard to academic matters, the Governing council is the highest decision making authority. It decides matters such as the functioning of the institute's academic programs. The body also advice syllabus revision, improvement in academic processes and other important decision pertaining to academics .

Administration Transparency: The Institute maintains transparency in its administration by uploading minutes of meeting .The institute's website provides access to disclosure documents like the Minutes of various meetings. There are committees both administrative and academic which ensures accountability and has adequate autonomy in decision making.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

The strategic plan document of the college

- NAAC second cycle accreditation
- Achieving a good placement record
- .Improvise the collaborative and extension activities
- Improve students participation in inter college and university level competitions
- Improvement in greenery and infrastructure of the institute

The major areas covered in the plan are mentioned below:

- Effective Teaching Learning Process -Orientation Program is conducted in the first semester to align the students with the Teacher Education and learning methodologies. Faculties teaching with the help of ICT tools and providing training to use ICT in teaching to pupil teachers. Online plate form ,social media you tube etc are also used as ans when required .
- linkage with schools and other educational institutes and Placement –More schools are included in Internship programme so the students can get experience of different type of school systems,which further help them to get better access to several type of institutes for placement. Trainning and coaching for PTET and CTET provided by faculties and alumnus.
- Students participation in co-curricular and extra-curricular –Funds for preparation and coaching of several cultural ,literary and musical ;sports are provided by the college. Ta /Da of teachers and students are allocated to participate in out station activites.
- Staff development -Institution strives to ensure the quality of the faculty by continuous learning and skill upgradation through Faculty Development Programmes, Workshops, Weekly Technology

Upgradation Meetings, internships, etc.

- Infrastructure development –Regular maintenance and required updation and improvements are done

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

.The organizational structure of an institution outlines how certain activities are directed to achieve the goals of the Institution. The organizational structure of an institution defines- Task allocation, coordination and supervision towards the achievement of organizational aims. Institute administration is a combined an cooperative effort of Principal, teaching, non teaching staff and students with the cooperation in support of all stakeholders in pursuit of common objective. It is necessary that all aspects should be organized in order to attain the desired goal. Various committees are formed under the administration of principal . The Principal controls the functioning of the committees . The principal is involved in the implementation of the perspective plans of the Institute. They ensure that academic and administration functions efficiently through the various committees constituted for the respective cause.

In the beginning of the year, Various academic and investigative committees are constituted.

Specific task is allotted to them as per the academic and administration plans of the Institute.

For the complete functioning of college activities, 25 committees are identified. Every committee consists of members. They together   plan for the . the function of every committee in the Institution is well defined. All committee members   report to Principal and Principal monitors the effective functioning of these bodies. Apart various committees are formed for smooth functioning of various activities of the college like:

2. Admission committee

3. Examination Committee

4. Skill In Teaching Committee

5. IQAC Committee

6. Faculty Development, ICT development & Research Committee

7.Co-Curricular and Cultural Activity Committee

8.Sports,Social work &Extension Committee

9.Eco Friendly Club

10.Institutional Calendar and Time Table Committee

11.News Letter &Photograph Committee

12.Scholar ship

13.Educational tour and Trip

14.Literary Club

15.Discipline Committee & Anti Ragging Committee

16. Library committee

17. Placement Services

18.Allumni Association

19.Guidance & Counselling Cell

20. Anti Ragging Committee

21.Attendance Record

22.Purchase Committee

23. Women Grievance Redressal Committee

24.Website and social Media

25. Staff Meeting Proceeding

16-09-2022 11:53:56

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any additional information	[View Document](#)
Link to Organogram of the Institution website	[View Document](#)
Link for additional information	[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: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	[View Document](#)
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[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:

The institute promotes holistic development and believes in having a decentralized approach. For this purpose, various committees are formed in the College for the smooth and efficient management of activities. It also gives the opportunity to the faculty to grow and develop in their extracurricular activity/field and administrative skills. The committees are constituted by the Principal in consultation with faculties for one academic year or until new committees are constituted. Every committee assigned with specific tasks pertaining to the requirements of conducting college functions. Heads of the committees monitor the work and maintain the record of activities conducted by the cell/club/committee.. A minimum of two meetings will be held prior to the function in the presence of Principal, HODs and Committee heads. The committees constituted are not permanent. Members are reshuffled for change of committees for different functions. This enables the members getting familiarized with any kind of activities related to any function. The conduct of functions fosters relationship and nurture unity. The college has 24cells/committees functional and effectively conducting all the responsibilies.

The procedure followed for constituting a committee is as follows:

a) A notice is circulated among the faculty inviting their choice of preference of committee. If the preference made by the faculty is found suitable by the team (Principal and HOD) they approve the same. . In case of any tie or any mismatch, the team reassigns the staff member.

b)The outgoing Conveners/ In-charges of the committees are expected to hand over all the relevant documents/files to the new Conveners /In- charges in the presence of the Principal or a staff representative/ secretary.

c) The committee members further nominate student office bearers via written competition or debate or allocation as the case may be, if the number of proposed and seconded students is more than required.

.

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](#)

6.3 Faculty Empowerment Strategies

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

Response:

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

Response:

JyotiB.Ed College Management treats its employees as family members and is completely committed to their professional growth of teaching staff and for the growth of Non-teaching staff, college organizes seminar in the current situation.The college ensures the' professional growth of its employees by :

Teaching Staff

- Encouraging faculty members for participating in seminar, workshops orientation and refresher courses.
- Encouraging the faculty to publish research papers in national journals and international journals.
- Encouraging the faculty to take up membership of various state and local level research.
- Training in computer and software management is provided to the staff members as per requirement
- Maternity benefits as per norms.
- Computer labs and Internet facility.
- College provide medical leave for maximum 8 days in year for teaching staff and 20 days causal leave for permanent female staff and 10 days for male staff as per rules.
- Faculty members are promoted for self development programs and higher education.
- A full fledged canteen in the campus to provide food and snacks at reasonable prices to the staff.
- Yoga classes is made available for the teaching staff.
- Study Leave for pursuing higher studies.
- Pregnant ladies and lactating mothers to be given necessary concessions in their day-to-day work and they are given flexible timings as per their requirements.
- Provides new updated books in the field of Education.

Non-Teaching Staff

- The administrative staff also needs training in advanced skills related to their work.
- The non teaching staff is (IVth grade) provided with the accommodation facility.

- College management also provide advance salary facility to teaching and non-teaching staff members with the consolation of principal and for this voucher filled by those faculty member who have avail this facility.

Social Benefits

- The social benefits increase the productivity as well as the work efficiency of the employees. This helps in increasing the standard of living of the employees which is appreciated and accepted by everyone.

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

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

Response: 0

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

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

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Data as per Data Template	View Document
Any 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: 8

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

2020-21	2019-20	2018-19	2017-18	2016-17
03	03	0	01	01

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

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

Response: 3.13

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Copy of Course completion certificates	[View Document](#)

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

Response:

Jyoti B.Ed College,Rampura,Fazilka has mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff. The college has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder. Students' feedback is a regular practice and they are free to communicate

to the principal and the management. Students are given opportunity to express their views about different academic and co-curricular programmes organized by the college, during the academic session Comprehensive evaluation by students and peers are also incorporated in the assessment. The college procures written feedback from the students at the end of the academic year. The feedback form has columns dealing with the performance of the faculty and other staff. The faculty is required to submit self-appraisal report as well. The relevant committees, Teacher-in-charges, event managers and the principal present their over all assessment. All the suggestions and feedback are analyzed and a report is prepared and placed before the Manager, who decides on the action to be taken by the executives. The analysis report is implemented for the betterment of the faculty and other staff, and with that the total working of the college. Concerned decision-making bodies and committees and functionaries workout the mode of operation and provide necessary resources and issue directives for its implementation. If need be services of some expert are also requisitioned for seeking necessary guidance.

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
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Institute has made the necessary provision in the books of accounts regarding funds for each academic year. The college has made financial policy which ensure effective use of finances for acadmic , administrative and development purpose. Every year, the budget is prepared in advance for requiments of the institution. The budget is reviewed by the management and approved after necessary changes, Financial audits are conducted by a certified auditor every financial year to verify the compliance with established financial processes. The books of Accounts, Balance sheet , Income & Expenditure has been audited by Dhuria Rajat & Associates Chartered Accountants Fazilka up to year ending (31.03.2021) . As per report of the C.A. (Fazilka, Punjab). All the information related to Accounts found correct.

The college has an internal audit done by the Principal,accountant and finance and purchase committee members in which the system of allocation of funds, purchase of articals and payment as well as the received fee and bank acoount statements are reviewed and rechecked quarterly and the principal is checking all the account regularly and frequently.

File Description	Document
Report of Auditors of last five years signed by the Principal	[View Document](#)

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

Response: 0

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

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

The Jyoti B.Ed college is a private self finance college . The Income of the college is generated from fee of students only . A small part of funds is received from Panjab university,which a the affiliating body and from Punjab govt. as scholarship fund .

The Principal with the help of management committee of the institution monitors the use of resources received from fee and funds from students and any other scholarship fund from government or university.

The accounting procedures is simple and transparent, so that it could be convenient for the audit authorities to exercise effective financial control. They make recommendation for better handling of resources and effective mobilization of available funds.

 For smooth running of the institution various committees have been constituted, each committee studies its own field and analyses the requirements and then forwards it to Principal. No authority shall exercise its powers of sanctioning expenditure to pass an order which will be directly or indirectly to its own advantage.

In case of any need where the financial support is required, proper demand in writing is made from the concerned Department. For e.g. in case of any requirement, the details of the requirement of the equipments, maintenance infrastructures etc are prepared and proper procedure for purchase is adopted.

Every bit of expenditure requires an administrative approval by the competent authority. All sanctions to expenditure shall indicate the details of provisions under the relevant budget head wherefrom expenditure is to be met.

A sanction order is come into force from the date of issue unless any other date is specified there in.

The Accountant is required to undertake reconciliation of receipts and expenditure at the end of every three months with the online accounts software. The reconciliation statement shall be signed by Principal as well as by the Accountant.

All money received by or on behalf of the institute either as dues or for deposit is brought into institute account immediately. The sums received is forthwith be paid into the authorized bank account.

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

6.5 Internal Quality Assurance System

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

Response:

Jyoti B.Ed College has adopted quality management strategies in academic and administrative aspects. It is geared to promote an ambience of creativity, innovation and improving quality .The college formulated and established a Six-member Internal Quality Assurance Cell (IQAC) in 2015 so as to respond to the changing educational, social and market demands. The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time to time i.e. from beginning to the end of the course. This cell also examines and addresses the suggestions received through different modes such as verbal, communicated or through Suggestion Box and allied channels. Its major activities include Development and application of quality benchmarks/parameters for the various academic and administrative activities of the College; Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process; Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional processes; Dissemination of information on the various quality parameters; Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles; Documentation of the various programmes/activities of the College, leading to quality improvement; Development and maintenance of Institutional database through MIS for the purpose of maintaining /enhancing the institutional quality; Development of Quality Culture; Jyoti B.Ed College is a student centric Institution, and always ensure the benefit of students in all spheres of life.It strives hard for upgrading the college infrastructure and all support facilities to meet the Standards of higher education in growing needs of students. It assesses and suggests the parameters of quality Education.

The objectives of the IQAC are-

To promote measures for the functioning of the institution towards quality enhancement through initiation of quality culture and institutionalization of best practices, to provide a sound basis for decision-making ,to improve institutional functioning, to act as a dynamic system for quality changes in the institution and to build a better internal Communication.

Strategies and function of IQAC

Organizational workshop seminars on quality related themes and promotion of quality circles.

- To provide a sound basis for decision-making to improve institutional functioning.
- Arrangement for feedback responses from students, parents and other stakeholders on quality related processes of the institution.
- Preparation of the annual quality assurance report to be submitted based on the quality parameters.
- Documentation of the various programs /activities leading to quality improvement.
- To act as a dynamic system for quality changes in the institution

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

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

Response:

The institution takes steps to improve the quality of teaching learning process through IQAC. The internal quality assurance system of higher education institutions aims at continuous improvement of quality and achieving academic excellence. The institution has an internal quality assurance cell, adopts a participatory approach in managing its provisions. It gives support to teaching and learning for example continuing education for faculty, Pedagogy enhancement, student support through mentoring and career advice, Support for student learning through focus on inputs, Introduction of new pedagogical tools or on inputs such as the development of certain abilities for the students. IQAC of Jyoti B.Ed College takes continuous review of teaching learning process structures & methodologies of operations and learning outcomes at periodic intervals. The tools used for review are feedback, mentorship, interactions etc.

- Preparation of course plan at the beginning of every session.
- Feedback is collected by the students(alumni) through IQ AC on curricular aspects seeking learning methods, faculty programs and institutional programs.
- The improvement in courses and teaching materials is brought about with the help of evaluation.
- All students are provided with the student diary that provides all details relevant for students.

- The academic calendar is prepared in advance displayed and circulated in the Institute and strictly followed.
- The IQAC conduct periodical meetings with the Departments, internal examination committee, Council of heads, the principal through out the Academic year in the presence of the IQAC coordinator.
- The Faculty Coordination Committee conducts an academic review of all departments collecting information on academic activities such as completion of study programs, unit tests, assignments ,seminars , group discussions quiz, education tour and other activities.
- Students centric methods for clearing the concepts are adopted.
- Library is enriched with resources related to curriculum .
- Emphasis is given on course completion.
- Participation of students in classroom discussion is to be enhanced.
- Remedial classes are organized as per the requirement and feedback of the students.
- Transparency is maintained in internal assessment.
- IQAC monitors the proper implementation, an analysis of overall academic and administrative performances of the Institute activities.
- It ensures maximum utilization of infrastructural facilities and the available ICT resources.
- A feedback analysis committees formed to review the online and offline feedback received from the students.
- Attendance registers and daily teaching Diaries are duly maintained and checked.
- IQAC supports the teaching and learning goals articulated in the institutions strategic plan.
- The institution maintains proper documentation of various programs and activities of the Institute leading to quality improvement through IQAC.
- The institutions strives towards quality enhancement through internalization of the quality culture and institutionalization of best practices.
- The institution organizes seminars, conferences, and workshops at various levels.
- Extension and up gradation of classrooms and laboratories.
- The IQAC monitors the well being of the Institute in all respects

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[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: 2.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	3	2	2

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

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

Response: C. Any 2 of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) 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:

The Institute thrives for perfections in giving the best services to the stakeholders in this process IQAC plays a crucial role for continuous quality check. Institute works in close coordination and tries to cater to the changing needs. IQAC ensures continuous up gradation of quality of inputs supplied to students.

Quality enhancement initiatives in the academic and administrative domains successfully implemented during the last five years (2016-2021)

- Campus Connectivity built up:

  a. Wi-Fi enabled campus

b. Campus surveillance through CCTV

- Environment friendly campus has been developed.
- Seminars / Workshops has been Organised.
- Environment friendly campus has been developed.
- The institutions management opts for the alternate ways of production of energy such as Solar energy.
- Power head projector installed in college's auditorium for academic purposes.
- Teacher are encouraged to use ICT tools to prepare and deliver their lectures through audios, videos, and PPTs.
- The library has been enriched with new edition books, periodicals etc.
- College's library has been Automated and the software 'E-Granthalaya is used .

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Response:

The institution makes effort for energy conservation by reducing the consumption of energy and using less of an energy service. Energy conservation is a practice of reducing the quantity of energy use. It may be attained through efficient energy use or by reducing the consumption of energy services. It is one of the easiest processes to help the globe by means of pollution in addition to make use of natural energy. Conservation of energy has been done by various methods.

Planting trees all around the campus so that there is a less usage of air conditioners.

Insulating a building allows it to use less heating and cooling energy to achieve and maintain a thermal comfort.

Installing light emitting diode bulbs, fluorescent lighting or natural skylight windows reduces the amount of energy required to attain the same level of illumination compared to using traditional incandescent light bulbs.

Designing features of the building that maximize the use of natural light. Adding blinds or other window fixtures in classrooms can allow teachers to reduce glare while trading electrical light for natural sunlight.

Natural sunlight will create a more relaxed learning environment compared to the harsh overhead lights that are normally in classrooms.

Switching over to LED's 's can save lot of energy. Modern LED bulbs can offer a powerful option for lighting at a fraction of the electrical cost.

Investing in energy saving power strips by keeping classroom computers and other devices plugged into power strips to help mitigate their standby power usage.

Encouraging students to do their part by creating a point system for recyclers or assigning extra credit projects focused on recycling and environmental impact.

Using sensors for turning lights on or off in a room.

Taking the time to power down the computers each afternoon can do a lot to reduce power usage.

Imparting education about how to reduce electricity at Institutes many students will proudly contribute to

the efforts to make their campus a little more   green.

Switching the lights off when the students leave the classrooms.

Unplugging   projectors, televisions, computers and smartboards after the use.

Energy can most efficiently used at Institute by trying to limit the electricity usage, Turning off the lights., Reducing water wastage., Recycling the waste etc.

Solar energy- This is the most commonly used source of alternative energy by the institution. It is completely renewable and the cost expended on installation can be made back through energy bill savings.

Energy can most efficiently used at Institute by trying to limit the electricity usage, Turning off the lights., Reducing water wastage., Recycling the waste etc.

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

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

Response:

Intuition has a stated policy and procedure for implementation of waste management.

Response

Jyoti B.Ed College Campus has developed a different type of waste management policy. Fertilizer is made from organic matter under this policy.

- The college management provides required infrastructure for the purpose of waste management.
- College management provides required finance for creating and procuring infrastructure such as different types of bins trolleys, manual Rickshaw or construction of tank for vermi compost.
- Facilities are to be provide for segregation of solid waste.
- Staff and students engement:-
- Waste management requires behaviors change for this student are to be motivated for waste reduction.
- Technical Support is to be provided whenever required for waste management.

Procedure for implementation:-

Special care has been taken for waste management to preserve the environment of the college campus. Fertilizer is prepared by special method by collecting plant residues and organic matter. Under this method, organic matter is separated from non-organic matter. Different dustbins have been used in the classrooms to separate the items. Students use some waste material to create teaching aids of models etc. The rest of the waste material is taken away by the waste collectors.

Compost is made from pant residues and food residues. It takes about three months to prepare compost. Once the compost is ready, it is used for the plants in the lawns, in addition, In addition the rest of the compost is used by the students of gardening to maintain their pots and small plots of flowers and vegetables. To keep the environment clean, different types of plants have been planted in different places in the college campus. In this way organic matter is also recycled in waste management.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any 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: D. Any 1 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geo-tagged photographs	[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: D. Any 1 of the above

File Description	Document
Geotagged photographs	[View Document](#)
Any other relevant information	[View Document](#)

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

Response:

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

Response:- Various measures have been taken to keep the college campus clean and tidy in which teachers and students have played their full role. Dustbins have been installed at various places so that they can used when needed,. In addition various plants have been plantation done in the college campus. Which are maintained by students and gardener.

Under Swachh Bharat Abhiyan every year on 2nd October students and staff are made aware about cleanliness in the college campus. Students are involved in a special subject gardening is given on choice to connect students to environment. Special care has been taken for waste management to preserve the environment n the college campus. Storage of organic matter is separated from non-organic matter. Organic matter is collected on the college campus to make compost. There are dustbins in every corner of the college campus where items are collected.

Cleanness/

1. Teachers and students use the following methods to clean the colleges' campus.
2. Two Dustbins are provided in each classroom for organic/Biodegradable and solid inorganic waste.
3. Charts are pasted related to cleaningness in classes.
4. R.O are provided for clean water and rejected water is used for flushes.
5. October 2 is celebrated every year for the sanitation campaign.
6. Seminars are organized from time to time on the cleanliness of the college campus.
7. Plantation is done and cared form above the college campus on the environment day.
8. The soil of the college campus is fertilized with compost.

Green Cover

A variety of plants have been planted throughout the entire campus for the greenery of the college campus. That help to keep the college environment clean. Environment Day is celebrated on 5June every year during which students are made aware about the care of plants. In addition the following conditions apply to keep the college clean and tidy.

1. Plants are planted in the college every year on environment day.
2. Plastic is used sparingly on college campus.
3. All water supply system is connected with RO water for drinking in whole campus and 100% of RO rejected is used for flushing.

4. The food and green waste are used for very composing
5. Entire Campus water is treated having Zero discharge outside.
6. 35% of total campus comprises of trees and plants.

1. The presence of several types of all seasons birds, insects, reptiles along with seasonal one and their sweet sound make the atmosphere very pleasant.
2. The colleges have many permanent trees shrubs, some flowers plants (seasonal) and climbers surrounded the campus which makes the eco system or flora of the college very peaceful and spectacular.

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

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

Response: B. Any 4 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

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

Response: 0.88

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.11	0.09	0.12	0.0049	0.14

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

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

Response:

The institutions tries to leverage both their knowledge and partnership more effectively as competitive assets. Jyoti B.Ed college people have established long lasting relationship with their surrounding environment. Therefore the environment of Jyoti B.Ed college communities is a relevant to promote sustainable development and environment management .

Jyoti B.Ed college make their institutions green as well as also make good relationship with community for keep environment clean. Our college going to different schools and public parks for the plantations and aware people to keep their surrounding clean. In public park student paint the tree and write Motto on them so the people can aware about the environment.

Our college would be teachers come from rural and urban area.Resource persons of our college eco friendly club makes them aware about environment by organising panel discussion.

Public Conference , Guest lectures, Community talks, campus or community tours and other exchanges serve to build understanding interest between the campus and community. The institution make sure that the teacher are flexible in adopting the learning goals of the course to the practical needs of the community partner. Institutions in show Student with all the preparation necessary to succeed in their project and to benefit from the learning experience that community engagement provides .When guest faculty come to our college we make the environment eco friendly by giving sapling. When eminent guest / Resource person etc come to our college on every functions and occasions gift sapling and request them to plan those sampling at any place in the community or their home where they can take care for the growth of plant .Our college aware the people about environment many time but it is very hurtful that people does not follow these awareness environment cleanliness.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Any 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: B. Any 3 of the above

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

7.2 Best Practices

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

Response:

Best Practice – I

Title of the Practice: -

Organisation of Morning Assembly

College assembly can serve as a focusing centre for all form of extra   curricular life on every working day

. The morning assembly is a common meeting ground to which each brings his offering the fruit of his observation and studies or music literature art that delight him a place where all cooperate for the pleasure and well-being of the whole

Objective

To develop devotion to god.

To develop ethics and moral values.

To develop habits of punctuality.

To update their general knowledge and awareness of current affairs of locality, nation and world .

To develop the self confidence to face audio audience.

To develop the habits of cleanliness

 Activities

Students of the house club on duty check all the classroom for cleanliness and provide chalk and duster to all the classes .Some of the students of house decorate assembly area boards and write thoughts of the day and current news

 All the teachers and students gather at a assembly place every morning at the starting of college .

The student secretary of the house club on duty take roll call of all the students .

Common activities in our college assembly are school prayer, singing of national anthem, singing of devotional song roll call ,checking of cleanliness, daily news ,thoughts.

All the students and teachers participate and recite Mantra than bhajan/ Shabad.

One of the student on duty reading news and thought of the day and any one student is called in the assembly for explanation of thought of the day .He /she also can share his view about the current political , economical or social news.

 In morning assembly students, who have their birthday are allow to wear civil dress . and birthday wishes are given to birthday boy/girl .

National anthem is sung at the end of the assembly

Best Practice – II

Title of the Practice

Woman Empowerment

Objective

The institution aims at imparting complete education to girls students possessing depth of knowledge in their respective disciplines.

The main objective of a medical camp is to provide initial care to people in life threatening conditions which reflects the unique Strengths and goals of medical ethics.

To wipe off the scarcity of blood and ensure availability of safe and quality blood.

Preparing the women of the club to face the challenges of their life.

Extension programme is to influence people to transform their life in better way.

The institution also aims at imparting knowledge not only in their respective discipline but in skills like Pakhi designing, crochet work, piddhi making, embroidery , ennu making etc.

Activities

Celebration of international woman's day on March 8th every year.

Our college faculty member visits near by villages to aware parents about the importance of girls education.

Our College organised awareness programs on gender sensitization and also creates awareness on women cleanliness, hygiene through seminar.

Our college organised camp on legal literacy to aware womens about their rights.

Women get different positions in inter college sports competition.

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

Response:

The Institute has established its distinctive approach towards the comprehensive vision, which is essentially global standards, quality and technosavy education. This is done through a series of regular measures so that tradition and modernity are attempted to be blended, because Jyoti B.Ed college is situated in rural area and10 km far away from indo-pak boarder.Our institution priority to engage the students in active learning, given comprehensive learning experiences, enabled to manage challenges. Our institution trained the students not only for teaching skills but also provide life skills through various activities so that they can adjust and meet the needs of the area and as well as in big cities, and become self relivant, skilled and enthusiastic to accomplish their task confidently and to face the challenges of the fast changing world.

The most of the students of our college belongs to the border belt which is socially, economically and educational backward .Most of the students are proficient only in Punjabi language. They have very talented but little knowledge of Hindi and English language. To work in big cities or ICSE and English medium school a teacher need to know English and Hindi language, therfore to develop a communication skill.

Our college also provides language lab facility which can help the students to enhance their vocabulary ,improve their pronunciation and develop their communication skills, which build confidence among learners. Better communication skills helps in grooming overall personality.

The thrust of the college is to impart holistic education aiming to make the students time and education industry relevant, globally competent, moraly upright and social responsible citizens .We design our programs and courses to equip students navigate successfully through the job interviews, value their worth and can negotiate with the employers. The college aim's to achieve perfection and excellence in every step .We take to mould the future of young generation towards a brighter tomorrow. Our mission is to develop an ecosystem to nurture new ideas from which the future technosavy teachers emerge and transform discoveries into innovations. To ensure effective curriculum delivery through practical approach and through innovative pedagogy. To adopt an educational model for bridging the gap between urban and rural areas.

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

5. CONCLUSION

Additional Information :

Our committed teaching faculty use a variety of approaches for the transaction of the course , such as, class teaching, case studies, discussions on reflective journals, observation records, student portfolios, observation of children/school students, interaction with community in multiple socio-cultural environments, tutorials, seminars, (including the use of Information Communication Technology)

project/field work, term papers, individual or group assignments, and continuous engagement with the field work.

The college ensures the optimal use of Instructional facilities like OHP, LCD Projector etc. Pupil teachers are encouraged to use these in teaching practice also.

The college encourages student teachers to become techno savvy and they are motivated to communicate among themselves through email using internet facilities provided by the college.

We are also using Public Address system, cassette and CD player as per requirement.

Our committed teaching faculty use a variety of approaches for the transaction of the course , such as, class teaching, case studies, discussions on reflective journals, observation records, student portfolios, observation of children/school students, interaction with community in multiple socio-cultural environments, tutorials, seminars, (including the use of Information Communication Technology)

project/field work, term papers, individual or group assignments, and continuous engagement with the field work.

The college ensures the optimal use of Instructional facilities like OHP, LCD Projector etc. Pupil teachers are encouraged to use these in teaching practice also.

The college encourages student teachers to become techno savvy and they are motivated to communicate among themselves through email using internet facilities provided by the college.

We are also using Public Address system, cassette and CD player as per requirement.

Concluding Remarks :

Jyoti B.Ed college, Fazilka is affiliated to Panjab University, Chandigarh & SCERT,punjab.It is recognized by NCTE, New Delhi. It is one of the reputed institution in Fazilka(Punjab).

Hawan Yajna or Paath of Gurbani are being organized on the opening days of the session to facilitate the student to acclimatize with the college, management and the faculty members.

Alumni of previous year are awarded for their commendable work during their stay in the college.

The reservation in seats and relaxation in the qualifying marks in favour of the reserved categories shall be as per rules of the Govt of Punjab.

Scheduled Caste/Scheduled Tribe - 25%
Backward Classes - 05%
Border Areas/Backward Area (2 %each) - 04%
Sports-persons - 02%
Children/Grand Children of Freedom Fighters - 01%
Disabled Persons -Blind - 01%

Deaf & Dumb - 01%;

Other Handicapped - 01%

Students of this college come from a varied socio-cultural and economic Background. The college management and staff is quite sensitive towards hardships of their life .

Economically weaker students are given concession in fee. They can deposit fees in easy installments. Despite of these facilities , various types of scholarships such as Post metric scholarship, state merit scholarship and university scholarship for poor and brilliant students are also tenable for the eligible candidates as per rules.

Students aid fund is distributed to deserving economically backward students. At the beginning of the every academic year,the Principal of the college introduce the members of management and the faculties to the student.

Methods of evaluation, code of conduct are communicated to the students.

The printed prospectus gives all the necessary information.

Annual institutional calendar (calendar for curricular and extra curricular activities) ,class wise & teacher wise time table are prepared and communicated.

Every day prayer session is planned in a way which justifies the sentiments of all**.**

Generally, talks on eminent social personalities/reformers, freedom fighters, educationists are followed by thought of the day, News and National Anthem.

Reciting national song and anthem are routine practice of the college which ultimately

creates emotionally-toned humane atmosphere for all.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.4.2	**Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following**
	
	        Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website
	        Answer After DVV Verification: B. Feedback collected, analysed and action has been taken
	     Remark : DVV has select B. Feedback collected, analysed and action has been taken as per metric 1.4.1

2.1.2	**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**
	
	    2.1.2.1. **Number of students enrolled from the reserved categories during last five years..**
	    Answer before DVV Verification:
	
		2020-21	2019-20	2018-19	2017-18	2016-17

---	---	---	---	---
50	37	57	47	70 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
42	42	42	42	42	 Remark : DVV has made the changes as per EP- 3.1

2.7.2	**Average pass percentage of students during the last five years**
	
	    2.7.2.1. **Total number of students who passed the university examination during the last five years**
	    Answer before DVV Verification:
	
		2020-21	2019-20	2018-19	2017-18	2016-17

---	---	---	---	---
67	97	69	86	57 | Answer After DVV Verification : | 2020-21	2019-20	2018-19	2017-18	2016-17
---	---	---	---	---
41	41	41	41	41	 Remark : DVV has excluded as per Some students were shown as absentees.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
04	12	12	12	07

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
02	07	06	05	04

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
45	78	65	54	45

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
36	36	45	45	25

Remark : DVV has given the value as per 3.3.1

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
05	11	15	25	08

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
01	01	01	01	01

4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years (INR in lakhs)**
	4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
322472	1684414	597644	885709	58077

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3.22	11.76	5.98	10.12	12.91

Remark : DVV has made the changes as per considered Expenditure for infrastructure augmentation excluding salary by HEI.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
16974	22940	25422	37814	39408

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.17	0.23	0.25	0.38	0.39

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1597200	2389072	1835577	1945779	2018220

Answer After DVV Verification :

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

| 0.22 | 2.36 | 1.25 | 3.77 | 0.51 |

Remark : DVV has considered only Expenditure incurred exclusively on maintenance of physical and academic support facilities (B.ED or E.T.T).

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	9	11	9	11

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	5	4	3	5

Remark : DVV has made the changes as per pro-rata basis of qualifying certificates by HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
04	16	20	17	20

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
04	05	05	05	05

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

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

Answer before DVV Verification:

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

9	2	0	0	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11640	9100	12120	490	13700

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0.11	0.09	0.12	0.0049	0.14

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
67	97	69	86	57

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
67	97	69	86	58

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
14	15	13	15	12

Answer After DVV Verification:

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

16-09-2022 11:53:57

13	14	12	14	11

| 3.1 | **Total expenditure excluding salary year wise during the last five years (INR in lakhs)..** |

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1697523	2975094	2260514	2302226	2182569

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
7.49	11.76	10.72	10.12	12.91

16-09-2022 11:53:57