



YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	Jyoti B.Ed College
• Name of the Head of the institution	Dr.(Mrs.)Anita Arora
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01638260299
• Mobile No:	9781700042
• Registered e-mail ID (Principal)	dr.anita1269@gmail.com
• Alternate Email ID	jyotibedcollege@yahoo.co.in
• Address	Jyoti B.Ed College,Village-Rampura ,Abohar Road,Fazilka (Punjab)
• City/Town	Fazilka
• State/UT	Punjab
• Pin Code	152123
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Rural
• Financial Status	Self-financing
• Name of the Affiliating University	Panjab University, Chandigarh
• Name of the IQAC Co-ordinator/Director	Ms. Renu
• Phone No.	9814919173
• Alternate phone No.(IQAC)	7837846118
• Mobile (IQAC)	9814919173
• IQAC e-mail address	renusharmaghs@gmail.com
• Alternate e-mail address (IQAC)	dr.anita1269@gmail.com
3.Website address	https://jyotibedcollege.com/
• Web-link of the AQAR: (Previous Academic Year)	http://jyotibedcollege.com/wp-content/uploads/2022/02/2019-20.pdf
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	http://jyotibedcollege.com/wp-content/uploads/2023/09/Instituteion-al-Clender-2022-23.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.38	2016	19/02/2016	18/02/2021
Cycle 2	B	2.15	2022	02/11/2022	01/11/2027

6.Date of Establishment of IQAC**01/09/2015****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	Nil	NIL

8. Whether composition of IQAC as per latest NAAC guidelines	Yes	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File	
9.No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>1) Continuous monitoring of the activities of the college 2) Student leadership training activities 3) Preparation of Eco-friendly things to make campus plastic free 4) Facilities for Inclusive Education 5) Alumni interactions for future planning 6) Focussing on the use of ICT in teaching learning. 7) Encouraging the staff members to attend various seminars, webinars, workshops, faculty development programmes etc process. 8) Encouraging the staff members to write research papers, books etc. 9) Collection of Feedback from Students, Parents, Employers and Alumni</p>		
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		

Plan of Action	Achievements/Outcomes
To conduct the meeting of IQAC	Conducted 2 meetings of IQAC in a year.
Organisation of Orientation Programme	Help the pupil teachers in increasing awareness and understanding towards B.Ed Course
Practice to reform and improve the student's success rate	Various practice such as regular class test, question bank/ remedial classes for slow learners and assignments for advance learners.
Plan to organize Sports and Cultural activities	Students have actively participated in sports and cultural activities conducted by university and college
Organisation of Panel Discussion on NEP 2020	Panel Discussion on NEP 2020 was organized at Institution level
Emphasis to promote technology on current practice of teaching learning and evaluation.	Implemented the constructive pedagogies in the classroom interaction by using ICT, cooperative learning strategies, discussion methods and enrich presentations.
Plan to aware about Environmental Constraint	Plantation of trees by students in campus & nearby areas
To enrich Library	Purchased new Library Books as per revised curriculum. Koha library software system is introduced in the library.
Procuring Students Feedback	Feedback about the college and teachers was taken from students
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
MANAGEMENT	28/03/2023

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	12/03/2024

15. Multidisciplinary / interdisciplinary

Multidisciplinary 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 be 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

16. Academic bank of credits (ABC):

The institution is an affiliated college of Panjab University, Chandigarh therefore we adhere to rules and regulations. The college will adopt the policy in regard to ABC as provided by the affiliating university.

17. Skill development:

The institute has the facilities and finance to arrange a proper set up for skill development and training in actual situations. So far as the 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 sets 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 selfcontrol, 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 extension lectures by the experts in various fields from community to prepare them for future life .

18.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.

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

20.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.Student

2.1	229
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	150
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	42
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	128
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Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	View File	
2.5 Number of graduating students during the year		128
File Description	Documents	
Data Template	View File	
2.6 Number of students enrolled during the year		235
File Description	Documents	
Data Template	View File	
2. Institution		
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):		36.86
4.2 Total number of computers on campus for academic purposes		21
3. Teacher		
5.1 Number of full-time teachers during the year:		18
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2 Number of sanctioned posts for the year:		20
Part B		
CURRICULAR ASPECTS		

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

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.

Induction meeting by the Academic Council headed by the principal to plan out the detailed schedule of curricular and co-curricular activities in the session.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative

C. Any 3 of the above

effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

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

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

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://jyotibedcollege.com/wp-content/uploads/2022/05/PLOs-CLOs.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

09

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

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

0

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

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

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

0

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

0

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

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

One of the above

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

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

0

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

0

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

1.3 - Curriculum Enrichment

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

Fundamental and Coherent Understanding:

- Aptitude Testing, ,Individual assignments, library work, seminar presentations, organizing quizzes, discussions, brain storming, debates, practicum, assignments, seminars, role play to develop of Meta-cognitive skills.

- General orientation covering PLOs and CLOs, Detailed syllabus and activities (curricular, co-curricular).

Creating Procedural knowledge

- Pre Internship training for 2 weeks, Demonstration of Micro and Macro teaching skills, internship for one complete semester.

- Skill enhancement programme (inviting academia, employers, alumni)

- Micro skills training sessions.

- Model lessons. Simulated Teaching

Capability to extrapolate :

- Pre-internship for two week.

- Internship for the period of 4 months. Discussion lessons

- Model making and Skill in teaching competitions (zonal and inter-zonal level).

- Extension lectures, seminars, workshops, field trips, educational tours, visit to special education centres , employment exchange, career talks. craft options to develop the basic employability skills among the students.

developing basic life skill/ competencies:

For the development of Emotional Intelligence, session related to development of SWOC analysis are conducted. An exposure to special schools, visit to villages, Critical thinking, negotiation and communication

- community work (cleanliness drives, blood donation camps, awareness drives, NILP project work)

- Celebration of festivals

- Participation in various competitions (literary, aesthetic,

theatrical, etc)

.•Conducting morning assemblies to develop confidence, communication skills

Conducting extension lectures, seminars, conferences, workshops related to basic life skills.

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

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

As per the syllabus of the Panjab University of B.Ed. In semester 1, the teacher educators familiarize the students with the concept of contemporary Indian schools with respect to types of schools; general types, schools by means of ownership, schools by means of educational board affiliation, their functioning and problems, through the Paper titled 'Education in Contemporary India'. Further, they are also sensitized regarding different assessment criteria adopted in schools, norms, and standards being followed in different schools. During their pre-internship programs of 15 days each, the prospective teachers are able to identify the existing differences prevailing in urban and rural schools with respect to differences in the social background of students, medium of instruction, and the methodology adopted by the teachers, infrastructure, scholarships offered, etc. All students visit Rural, Urban, Smart, and Alternate schools and write a full report and submit in the college.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

The students undergo training programmes in different schools. With the introduction of two year B.Ed. course the internship programme is divided into three parts i.e., two pre- internship programmes of 15 days each in the first and second semester and one comprising of the whole third semester. Before going to the schools for practice teaching, the prospective teachers are familiarised to the teaching learning process through simulated teaching, and are provided with the feedback by their peers and the concerned subject teachers. To foster the attitude of respect for people of all walks and to promote the spirit of oneness in students, community Service forms the integral part of the curriculum. This is addressed in our objectives as well. To inculcate the feeling of social responsibility, various indoor and outdoor clubs have been formed which the student joins according to their own interest. The students get training in resume writing, life skills, soft skills and also get acquainted with tips about facing interviews with courage. Placement drive is the annual feature of the college. Keeping in mind the recommendations of NCF(2005), we understand the importance of protecting and conserving the environment.gardening have been offered as optional subject and craft respectively in the B.Ed. curriculum. To promote awareness regarding issues of ecology and environment, the college has very active environment club in addition to Herbal garden, rain harvesting, solar plant, segregation of e-waste in addition to dry and wet waste

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

1.4 - Feedback System

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

Four of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

235

2.1.1.1 - Number of students enrolled during the year

235

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	No File Uploaded

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

42

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

128

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

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

03

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

03

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

2.2 - Honoring Student Diversity

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

The 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 ,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 testandnumerical 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 degree i.e.graduation or the post graduation. 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 environment..

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Six/Five of the above
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

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

2.2.4 - Student-Mentor ratio for the academic year

16.2

2.2.4.1 - Number of mentors in the Institution

14

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

2.3 - Teaching- Learning Process

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

Continuous efforts are made to enable the students to realize their potential and evolve as good teachers and transforming agents of society. College is ensuring the use of student-centered methods such as experiential, participatory learning and problem-solving methods in the teaching-learning process. .Students are provided with an opportunity to work in schools during their pre- internship (15 days) and internship period (16 weeks) so as to understand school systems and infrastructure and gain experience of on-going activities, classes, exams, PTM's, vision of the school, policies, practices, decision- making system of the school, teaching-learning processes etc. of the host institutions. B.Ed. second year students

in 3rd semester engage in a four-month long internship in various government and government aided schools run by Panjab University, Chandigarh. Participative learning is embedded in the courses through a variety of learning methods, tools and mechanisms, such as field-based assignments, field visits, group presentations, hands-on group exercise, workshops, training sessions, home assignments, quizzes, seminars, brain-storming interaction with experts and various other stakeholders and role-play-based learning. Guidance and Counselling Cell helps to combine theoretical knowledge with practical through talks, visits, presentations and career counseling. ICT is used to motivate students.

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

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

18

File Description	Documents
Data as per Data Template	View File
Link to LMS	http://jyotibedcollege.com/resources/
Any other relevant information	No File Uploaded

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

235

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Four of the above
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File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	Nil
Any other relevant information	No File Uploaded

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

Jyoti B.Ed College,Fazilka provides a variety of provisions to support and enhance the effectiveness of the faculty in teaching learning and mentoring of students. The work culture of the college is quite conducive for the professional growth and competence of the faculty as well as the prospective teachers (students).Continual mentoring is provided by teachers to imbibe quality teaching

practices that honour diversity and create classroom environments. A warm and conducive environment is provided that supports personal, social and academic success for all students. They are enriched further by arranging talks on the themes like Communication Skills, New trends in teaching methodologies, role of ICT, personality development, and Life skills. Webinars, workshops and seminar are planned and organized to inculcate soft skills as well as professional skills in the students. The mentor looks into matters regarding the academic performance, discipline, completion of academic requirements and grievances if any. The mentor interacts with the parents for a comprehensive understanding of the problems faced by the students if needed. Students from rural background are motivated to boost their confidence levels and be part of the main stream. Ample opportunities are provided through out the session to identify their interest and enhance their abilities.

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

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

Four of the above

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

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills,

empathy, life skills etc. among students

The classroom is a dynamic environment, bringing together students from diverse backgrounds with different abilities and aptitudes. The faculty at the college have been using multi-pronged teaching methodologies to enrich the teaching learning process inside and outside the classrooms. Some of these are: cooperative learning, team teaching, .lecture cum discussion method Through panel discussion, the students are able to develop thinking skills, logic and conceptual clarity about the chosen topic. It also helps the students to widen their mental horizons and they were able to ask probing and innovative questions. Additionally, through this methodology the teachers are able to develop among the students' life skills like self-awareness, empathy and capacity to respect different ideas and feelings and also the ability to tolerate opposing views.. Through cooperative learning students are able to improve their understanding of subjects explored. In such learning, groups of students worked face-to-face and learned to work as a team. They are individually accountable for their work, and the work of the group as a whole. These activities also promoted the development of essential communication skills among students, improved motivation, positive self- esteem and their overall social skills. peer group learning and mentoring student presentations

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

2.4 - Competency and Skill Development

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

Five/Six of the above

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

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

Four/Five of the above

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different

Two of the above

<p>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p>View File</p>
<p>Details of the activities carried out during the academic year in respect of each response indicated</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>All of the above</p>
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p>View File</p>
<p>Samples prepared by students for each indicated assessment tool</p>	<p>View File</p>
<p>Documents showing the different activities for evolving indicated assessment tools</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</p>	<p>Four of the above</p>

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

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

Four of the above

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

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

1. The college organizes practice of teaching/internship in three phases namely simulated teaching within the college campus and two phases of real classroom teaching, one in govt. schools and another in private schools. 2. Once the schools are identified, the practice cum internship sessions are planned and developed in consultation with the school staff and mentor teachers. 3. After a rigorous hands on training in micro teaching skills where the students deliver simulated micro lessons among their peer groups under a teacher supervisor. 4. After the groups are formed, the teacher educator in charge of a particular group prepares the time table for student teachers. They are allotted classes and accordingly prepare lessons and deliver two lessons per day in their teaching subjects. 5. The supervisors observe lessons delivered by the students and give their remarks in the teaching practice notebooks, regarding feedback of the poor aspects of the lesson, suggestions for further improvement. 6. The teaching practice cum internship is conducted in two phases, one in govt. schools and another in private schools. The head/principal of the practicing teaching schools provide up to date information about the policies and educational needs of the school in general to student teachers.

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

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

2.4.9.1 - Number of final year students during the academic year

95

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

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

Seven/Eight of the above

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

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

1. The college organizes practice of teaching/internship in three phases namely simulated teaching within the college campus and two phases of real classroom teaching, one in govt. schools and another in private schools. 2. Once the schools are identified, the practice cum internship sessions are planned and developed in consultation with the school staff and mentor teachers. 3. After a rigorous hands on training in micro teaching skills where the students deliver

simulated micro lessons among their peer groups under a teacher supervisor. 4. After the groups are formed, the teacher educator in charge of a particular group prepares the time table for student teachers. They are allotted classes and accordingly prepare lessons and deliver two lessons per day in their teaching subjects. 5. The supervisors observe lessons delivered by the students and give their remarks in the teaching practice notebooks, regarding feedback of the poor aspects of the lesson, suggestions for further improvement. 6. The teaching practice cum internship is conducted in two phases, one in govt. schools and another in private schools. The head/principal of the practicing teaching schools provide up to date information about the policies and educational needs of the school in general to student teachers.

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

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

Four of the above

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

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

One of the above

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

2.5 - Teacher Profile and Quality

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

18

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

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

03

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

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

18

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

18

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

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

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. . 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. 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 and teacher education. And through the organization of Group Activity for personality development through group discussions , , conduction of school internship, organization of community outreach activity, participation in the seminar on micro -teaching skills, lesson planning etc. envisioned in the B. Ed. curriculum from practicum standpoint. The institution ensures the access to the information on organizational performance to the stakeholders in the following ways. i. Through the Notice Board of the institution. ii. From the members of the managing committee, Teaching iii. Personal meet with the Principal of the institution, v. From the website of the institution.

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

2.6 - Evaluation Process

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

The college follows the modalities of conducting the continuous Internal Evaluation as prescribed by Punjab University ,Chandigarh & S.C.E.R.T Punjab.. The students are evaluated at two levels, college and the University. In theory papers, 20% component of the evaluation is carried out at the college level .The remaining 80% of the evaluation is done at the university level by way of semester-end examinations. In the case of papers with the practical component, methods as per their course requirements and in the best interest of students are adopted. The internal assessment is carried out based on a Continuous evaluation process using internal assessment and semester-based evaluation twice a year. Various methods are used by faculty members for internal evaluation, a few of them are: 1. Evaluation methods followed for internal assessment include written tests, presentations, assignments, etc. 2. Attendance which is part of the internal assessment is updated regularly and displayed on the college notice board.3.The internal Evaluation test schedules are prepared as per the University and Communicated to the students well in advance .4.Special tests for slow learners .5.The students are informed the mistakes committed and guide to improve their performance in next examination

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

Five of the above

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

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

The institution has a well-defined system in place to deal with examination related grievances. The Grievance and redressal Cell helps in direct communication of the students with the Management. Grievance redressal box is kept in the college through which students can communicate their grievances. The teacher incharge of the grievance and redressal cell in 2022-23 are Mr.Pankaj ,Ms.Sunaina,Ms.ManjinderKaur.Performances of the students are monitored through classroom interactions, assignments, student seminars, project work and class tests. To maintain transparency, answer sheets are shown to the students. They are free to redress theirgrievances if any. On the basis of the 1st internal examination, students who do not perform well and students who perform very well are identified. Based on this identification, a remediation andenrichment programmes are conducted to bring further improvement in the performance of students and enhance their achievement level. For progress, monitoring and analysis, the college follows the internal assessment system as per the College regulations. .

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

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

Before the commencement of the academic year, the academic committee of the Institution prepares the 'Academic calendar' in consultation with the academic calendar received from the Panjab University, Chandigarh. It is available on the college office and also published on the college website and prospectus. It contains relevant information regarding the teaching learning schedule (working days), various events to be organized, days and weeks to be celebrated, holidays, dates of internal examination, semester examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process. The calendar is also reflected in the daily planners of the teachers. Every teacher is required to adhere to the academic calendar and plan their day-t- day activities accordingly. Teachers are assigned the subjects to be taught during the academic year beforehand in staff meetings. The Academic calendar is forwarded to the IQAC for undertaking various quality initiatives during the year. The IQAC compiles the inputs received from the various teachers and prepares a comprehensive plan uploaded on the college website.

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

2.7 - Student Performance and Learning Outcomes

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

The learning objectives are communicated through various means such as college prospectus, principal's address to students and parents, alumnae meets and dissemination in classroom by concerned staff. These are in accordance with the syllabi prescribed by Panjab University, Chandigarh. Program Outcomes of B.Ed. Following are the program outcomes of Bachelor of Education (B.Ed.) Programme should demonstrate/be aware of: 1. To develop a sense of professional commitment towards teaching profession. 2. To promote teaching strategies using ICT. 3. To facilitate improved student learning outcomes. 4. To develop communication skills among the pupil teachers. 5. To give them hands-on-practice in real classroom teaching through internships .Program Specific Outcomes 1. Commitment to the teaching profession would instil the values to guide the profession and seeking out new challenges/assignments that

improve student learning. 2.The internship modules will enable the pupil teachers to understand the working of schools and anticipate the challenges related to teaching profession.3. Training in different informal and formal, diagnostic, formative and summative assessment and evaluation techniques would help to monitor students' progress.Course Outcomes :The course outcomes for the specific subjects are as per Syllabi of Panjab University, Chandigarh for B.Ed.

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

2.7.2 - Pass percentage of Students during the year

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

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

The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs are monitored time to time for further improvement in students so that they can excel in learning different innovative teaching methods and are able to know about latest strategies of teaching and learning process. Different skills are developed and enhanced in the students so as to meet the growing demands of the present scenario of education. Regular assessment is an integral part of the instruction process and is important in helping students learn. The most appropriate assessments to improve performance levels of student learning are tests, presentations, performance in workshops, written 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.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	View File

2.7.4 - Performance of outgoing students in internal assessment

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

129

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

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

The Institution regularly evaluates the performance of students through various methods for measuring the attainment of each of the Program Outcomes, Program Specific Outcomes and Course Outcomes. Evaluation Process: It is provided through University Examinations, terminal exams, internal and home assignments, unit tests, surprise tests, open book tests, etc. At the same time remedial coaching is also provided to slow learners to make pace with the desired progression. Average attainment in Evaluation Process: Students under university examination are evaluated for external theory and practical and internal theory and practicals. Internships are also evaluated externally (by school Principal and school teacher) as well as internally (by mentor). The Methods of measuring attainment:

1. The affiliating University conducts examinations as per semester pattern through which the institution measures programme outcomes based on the course attainment level fixed by the programme.
2. Internal assignments are given to the students which are mostly aligned with Programme Outcomes of the respective subject. External Assessment is evaluated by external experts for the Practical examinations, appointed by the University through Viva-Voce and practical files.
3. Feedback Evaluation: The Institution collects feedback from students, Alumni, Employers and Parents which is an important method of measuring attainment.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<http://www.jyotibedcollege.com/>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	Three of the above
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File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	View File
Sanction letters of award of incentives	View File
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	One of the above
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File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

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

0

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

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

0

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	No File Uploaded
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded

3.3 - Outreach Activities

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

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

3

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

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

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

55

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

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

2

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

80

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

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

Jyoti B.Ed college campus adopts a policy to make students aware of the ongoing social issues in the society. Community service has been an integral part of the college since its inception and has been one of the foundational principles of the college. The community service initiatives in the college are led by the social welfare committees & various indoor and outdoor clubs like Ecoclub, literary club, red ribbon club, human rights and legal awareness club etc. The village children also participate in cultural programmes organized by the college on different occasions. Blood donation camp is organised every year during which 30-35 units of blood are donated Medical check-up camps to address the health issues of local residents are

organized. Through outreach activities all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, show empathy for others, establish and maintain positive relationships, and make responsible decisions. Community outreach programs develop deeper relationships between students and the communities they live in.

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

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

0

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

3.4 - Collaboration and Linkages

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

0

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

0

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

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

0

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

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

Five/Six of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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.

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, sweepers and gardeners to maintain the lawns and floor of the college.

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

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

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

5

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

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

6.47

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

4.2 - Library as a Learning Resource

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

Library is automated using 'Koha Software' 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 'Koha Software' 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. 'Koha 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. 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	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	www.jyotibedcollege.com
Any other relevant information	No File Uploaded

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

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 aidsteaching aids role of electronic media in education recent research related to educational development and educational complexities etc.

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

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

Two of the above

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

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

0.93

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

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

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

1829

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	www.jyotibedcollege.com
Any other relevant information	View File

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

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. The Available ICT facilities in the institution are as follows:(

1)The office is furnished with high configured systems (2) with printers & Scanner (3). The office is well connected with internet and WI-FI and Biometric system to monitor the movement of the staff. There are 4 computers available with internet and Wi-Fi connection for the staff and student. 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. 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. The institution uses predominantly Windows 7 and 8, MS office 2010 and Tally 9, Photoshop EGranthalaya, etc. Our institution is using high speed internet connection with speed of 100mbps which ensures online learning is efficient. 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.

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

4.3.2 - Student – Computer ratio during the academic year

4.19

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

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

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	www.jyotibedcollege.com
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	www.jyotibedcollege.com
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

36.86

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

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

The College 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 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 regularly.

File Description	Documents
Appropriate link(s) on the institutional website	http://jyotibedcollege.com/infrastructure/
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	View File
Any other relevant information	No File Uploaded

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

C. Any 2 of the above

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
07	97

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

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

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

04

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

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

13

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

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	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

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

7

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

5.4 - Alumni Engagement

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

.Jyoti B.Ed College Rampura,Fazilka a number of alumini got education from this reputed institution. Though this insitution 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 once a year. 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.

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.

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

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

Three/Four of the above

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

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

2

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

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

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 motivates the newly enrolled students on the day of starting of new session.
- furnishes information about job opportunities in schools.
- Its feedback has helped in improving the existing curriculum, organizing new activities, etc.
- To encourage and support students of the Institute in sports, cultural and extra-curricular activities. .

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The institute follows the hierarchy of leadership to ensure effective organizational working and incremental improvement. 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, Nonteaching 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. 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. Objectives are achieved through: a. Collecting, analyzing, and acting upon the feedback and consultation from the stakeholders b. Connecting with Parents on phone or otherwise to communicate progress of their ward as well as to get their opinions about the program delivery

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

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

The institution 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.

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

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

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

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

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, Nonteaching 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.The staff council monitors the academic progressive performance of the college regularly.For the purpose of bridging the gap identified, leaders set Objectives.Objectives are achieved through: a. Collecting, analyzing, and acting upon the feedback and consultation from the stakeholders..b.Making student friendly policies, so as to make them comfortable in giving suggestions and involving them in various institute level committees.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	http://www.jyotibedcollege.com/
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

An organizational structure defines how activities such as task allocation, coordination, and supervision are directed toward the achievement of organizational aims. It affects organizational action and provides the foundation on which standard operating procedures and routines rest. 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 various committees like Skill In Teaching Committee, IQAC Committee, Faculty Development, ICT development & Research Committee, Co-Curricular and Cultural Activity Committee etc. are formed. Every committee consists of members. They together plan for 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.

File Description	Documents
Link to organogram on the institutional website	http://jyotibedcollege.com/governing-body/
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

All of the above

Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

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

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

The 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. 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. The college has 25 cells/committees functional and effectively conducting all the responsibilities. 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 allocution as the case may be, if the number of proposed and seconded students is more than required.

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

6.3 - Faculty Empowerment Strategies

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

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.
- 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.
- 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.

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.

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

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

3

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

6.3.3 - Number of professional development /administrative training programmes organized by

the institution for teaching and non-teaching staff during the year.

0

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

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

1

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

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

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.

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

6.4 - Financial Management and Resource Mobilization

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

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 (31.03.2023) . 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	Documents
Report of Auditors of during the year signed by the Principal.	View File
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

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 is 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. In case of any need where the financial

support is required, proper demand in writing is made from the concerned Department. 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	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

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

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.

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

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

- Preparation of course plan at the beginning of every session.
- Feedback is collected by the students(alumni)through IQAC on curricular aspects seeking learning methods, faculty programs and institutional programs..
- 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.
- Library is enriched with resources related to curriculum .
- 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.
- 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.

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

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

07

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://jyotibedcollege.com/wp-content/uploads/2022/09/Meeting-2022-23.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://jyotibedcollege.com/
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

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 year Campus Connectivity built up: a. Wi-Fi enabled campus.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 kohais used.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution 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. 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.

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.

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.

Switching the lights off when the students leave the classrooms.

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

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

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

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.

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

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

Two of the above

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

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

One of the above

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

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

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 cleanliness 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 for above the college campus on the environment day. 8. The soil of the college campus is fertilized with compost. 9. Plants are planted in the college every year on environment day. 10. Plastic is used sparingly on college campus. 11. All water supply system is connected with RO water for drinking in whole campus and 100% of RO rejected is used for flushing. 12. The food and green waste are used for composting. 13. Entire Campus water is treated having Zero discharge outside. 14. 35% of total campus comprises of trees and plants. 15. The presence of several types of all seasons birds, insects, reptiles along with seasonal one and their sweet sound make the atmosphere very pleasant. 16. 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	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage

Four of the above

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

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

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

0.27

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	No File Uploaded

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

Local Environment: A Swachh Abhiyaan programme was conducted by Jyoti B.Ed College, Rampura, Fazilka where student teachers participated in cleaning the campus premises, conducting cleanliness and hygiene session for practice teaching school students. The institution has focused on several community and social issues and conducted activities to sensitize the student teachers and the community reach out to the less privileged in society and to

contribute in different ways to the welfare of the society. Students have easy access for- Observation of classroom teaching, Internship in the schools to practice skills learnt and Teaching Practice in the schools to deliver lessons. Locational Knowledge: The institution has endeavored to spread awareness on the environmental issues through a Poster competition on sustainable living, Environment Day, etc. Sessions, webinars by different experts focusing on role of teachers, new approaches, resources they can use and challenges they face in today's changing times educational process. Community practices: . . JBC has conducted various activities in its endeavor to leverage the local environment, locational knowledge and resources, community practices and challenges.. Locational Knowledge: The institution has endeavored to spread awareness on the environmental issues through a Poster competition on sustainable living, , Environment Day, etc. Sessions, webinars by different experts focusing on role of teachers, new approaches, tools, resources they can use and challenges they face in today's changing times

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

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

C. Any 2 of the above

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

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

Best Practice - I

Title of the Practice: Sensitisation and inculcation of social and civic duties.

Context of Practice:

College has the pleasure of organising various social and civic events. Apart from doing routine academic activities there have been organised many curricular, co-curricular and extra curricular activities in coordination with social agencies.

Objectives:

- To inculcate social values among students.
- To sensitize student teachers about their social role and responsibility apart from their role as student in institution.
- To inculcate the value of co-operation and participation in different social activities.
- To develop an ability to solve their social and civil conflicts.

- To aware students about civic and social rights.

Best Practice - 2

Title of the Practice :- Canteen contract for Needy person (specially for women) Without any rent, electricity Bills ect.

Objective

- To inculcate the value of co-operation
- To extend social responsibility towards poor and socially disadvantaged people.
- To create a gender-inclusive environment in the institution.
- To promote women's empowerment for conclusive social growth

The Context:

Even in the 21 century, women have been considered the subordinate part of society, male domination is prevalent in every walk of life. The institution decided to give the contract to run the college canteen to needy person (specially for women) without any rent to ensure social responsibility. It is a small step to extend helping hands to all those women by giving a contract to them to run the college canteen.

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

7.3 - Institutional Distinctiveness

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

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 and 10 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, therefore 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.

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