SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

SMT. JAWALA DEVI COLLEGE OF EDUCATION

LORD RANA EDU CITY CORDIA GROUP OF INSTITUTES VILLAGE-SANGHOL,
TEH- KHAMANO DISTRICT- FATEHGARH SAHIB
140802
www.jawaladevicollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Smt. Jawala Devi College of Education, Sanghol, Punjab, one of the premier institutions of higher education in North India; was established in 2006, under the umbrella of Smt. Jawala Devi Memorial Trust, Sanghol, Punjab India; for the purpose of providing world class education, global exposure & opportunities and ultimately produce quality teachers in the society, specially for the rural villages of Punjab, where education is not easily approachable for students of remote area. The college is accredited by NAAC in 2010; Re-accredited in 2016 with B++ grade (CGPA 2.84); upgraded its facilities as per the suggestions given by NAAC Peer Team during second cycle, and proceeding towards the **NAAC Accreditation cycle-III** with incremental improvement in past few years.

Founded with a mission to cultivate skilled and compassionate educators, Smt. Jawala Devi College of education offers a comprehensive curriculum designed to equip students with both theoretical knowledge and practical skills essential for effective teaching. Our experienced faculty members employ innovative teaching strategies that foster critical thinking, creativity, and collaboration among students. We prioritize hands-on learning experiences, including workshops, internships, and teaching practicums, which allow students to apply their knowledge in real-world settings.

Vision

Our Vision: Empowering Transformation

We envision a world where education transcends classrooms, empowering individuals to become the architects of their destinies and catalysts for positive social change. We foster a dynamic learning environment that cultivates not just knowledge, but the practical acumen to thrive in an ever-evolving world.

Smt. Jawala Devi College of Education envisions a future where education transcends conventional classroom experiences, empowering individuals to become dynamic educators and leaders in their communities. This vision centers on fostering a holistic educational environment that nurtures academic excellence alongside personal and professional growth.

Effective teaching is rooted in a deep understanding of diverse learning styles and the ability to adapt to the evolving needs of students. The commitment lies in equipping aspiring educators with the skills, knowledge, and innovative pedagogical strategies necessary to thrive in a rapidly changing educational landscape. By integrating interdisciplinary and multi-disciplinary approaches, students are prepared to tackle complex challenges and inspire positive change in their classrooms and communities.

The institution aims to serve as a catalyst for social transformation, particularly in rural areas. Recognizing the potential of education to uplift communities, pathways are created for individuals to become agents of change.

Graduates will be empowered to foster inclusivity, creativity, and critical thinking in their students, thereby contributing to the development of a knowledgeable and skilled society.

Furthermore, the college envisions itself as a hub of collaboration and innovation, where educators and learners from diverse backgrounds converge to share ideas and practices. By fostering a culture of continuous learning and professional development, the aim is to cultivate a vibrant academic community that values lifelong learning and growth.

Grounded in a commitment to excellence, integrity, and inclusivity, this vision aspires to inspire future educators who will lead with compassion, dedication, and a strong sense of social responsibility. At Smt. Jawala Devi College of Education, the focus extends beyond preparing students for careers; it encompasses shaping the next generation of leaders who will contribute to a brighter, more equitable world. This collective effort can transform the landscape of education and empower individuals to reach their fullest potential.

Mission

Our Mission

- To continuously strive for excellence in education.
- To provide a well-rounded educational experience that emphasizes both knowledge and practical skills.
- To transform rural society into a thriving community with modern amenities and a high standard of living.
- To make Sanghol a hub of knowledge and a center of academic excellence.

At Smt. Jawala Devi College of Education, the mission is grounded in several core objectives that guide educational approaches and community engagement. A commitment to continuously enhancing the quality of education ensures that programs meet the highest standards of academic excellence. Faculty and staff work diligently to create an enriching learning environment that fosters intellectual curiosity and critical thinking.

The college aims to offer a comprehensive educational experience that emphasizes both theoretical knowledge and practical skills, preparing students to excel in diverse teaching environments. By integrating innovative teaching methods and hands-on experiences, future educators are equipped with the tools necessary for career success and the ability to inspire their students.

A key aspect of this mission focuses on empowering and transforming rural society into thriving communities. Education is viewed as a powerful catalyst for change, with dedication to providing access to quality education that uplifts individuals and families. Through various initiatives, efforts are made to improve modern amenities and enhance the standard of living for all residents, fostering a sense of hope and opportunity.

Additionally, there is a vision to position Sanghol as a vibrant center of knowledge and academic excellence. The college aims to attract learners and educators dedicated to fostering growth and innovation. It aspires to be a hub where ideas are exchanged, collaborations flourish, and the pursuit of knowledge is celebrated.

Through these objectives, a nurturing and inclusive environment is created to inspire future educators to make positive impacts in their communities. Emphasizing social responsibility encourages students to engage in community service and initiatives that promote the welfare of others. Ultimately, the mission is to cultivate well-rounded, compassionate educators who will lead with integrity and contribute meaningfully to society. This

collective effort shapes a brighter future for education and the communities served.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Smt. Jawala Devi College of Education, Sanghol, Punjab, one of the premier institutions of higher education in North India; was established in 2006, under the umbrella of Smt. Jawala Devi Memorial Trust, Sanghol, Punjab India; for the purpose of providing world class education, global exposure & opportunities, and ultimately produce quality teachers in the society, specially for the rural villages of Punjab, where education is not easily approachable for students of remote area. The college is accredited by NAAC in 2010; Re-accredited in 2016 with B++ grade (CGPA 2.84); upgraded its facilities as per the suggestions given by NAAC Peer Team during second cycle, and proceeding towards the NAAC Accreditation cycle-III with incremental improvement in past few years.The SWOC analysis of the college is given below:
Strengths:

- The college has 18 years of glorious record for providing academic services.
- The location of the college has a special place in the archeological atlas of India for excavation of Harappa civilization, providing opportunity for students, faculties and visitors to interact with our ancient culture.
- It has lush green and eco-friendly campus, adjudged for second prize by PEDA- Punjab Urban Development Authority, Govt. of Punjab for effective utilization and management of energy.
- Lord Rana Scholarship worth one crore for Meritorious and needy students
- Free transportation for Girl Students with the objective to uplift girl education..
- State-of-art infrastructure and an adequate facilities for teaching, learning, research, sports, cultural activities, hostels, health care centre, canteens and mess.
- Functional MOU's signed with schools, Institution of National Importance, NGOs and foreign Institutions.
- Social interaction through various outreach activities including interaction with farmers of rural Punjab, Free Health check-up camps, Blood donation camps, awareness rally on stubble burning, SVEEP-voting awareness rally and other activities in collaboration with district administration and local stakeholders.
- Lifelong learning opportunities through various graduate, post-graduate, certificate, PG diploma etc ODL programs available at campus

Institutional Weakness

• Less availability of science students as in rural area, students don't want to opt for
difficult subjects like science, maths and commerce.
• As an affiliated college, the college hasn't choice to update the curriculum. The college
has to implement the curriculum as prescribed by affiliating University.
• Procedural delay in appointment of staff by the university
• The alumni participation is limited.
• The college is run by charitable trust , thus availability of funds in certain areas are
limited

Institutional Opportunity

• In campus /off campus placement opportunities for the students.
• Opportunities are given to the students as well as faculty for educational research, professional development.
• Free of cost research publication at institutional research journal and its other editions like edited books/volumes.
• Opportunities of social intercations through various outreach activities.
• Learning opportunities through frequent Interaction with foreign faculties/experts.
• Opportunities for faculty as well as students to upgrade their qualification through Add-on courses.
• Availability of Value added courses at the campus.

Institutional Challenge

• It's challenging to deal with the students of rural area.
• Most of the students studied in Punjabi medium throughout their courses so they do not understand English.
• Sometimes experienced and well qualified staff does not prefer to come in rural area.
• It's quite challenging to implement NEP-2020 in the curriculum.
• To upgrade research facilities.
• The competition from neighbor institutions which have more diversified programmes and resources for students.
• Funding availability in certain cases is not much adequate.
• Loss in academic sessions due to certain reasons.
• Procedural formalities to introduce ITEP in the campus
• Ensuring optimum utilization of available resources

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college's curriculum is carefully designed to align with its overall goals and objectives, offering diverse subject combinations and options to cater to the unique needs and interests of our students. We follow a semester system as prescribed by Punjabi University Patiala and actively engage in ongoing curriculum revision and development. To enhance student experience, we provide access to add-on courses in personality development, guidance, and value education, as well as opportunities for self-study courses. Additionally, certificate programs in specialized areas are offered, empowering students to explore beyond the regular curriculum and fostering holistic growth and development.

Teaching-learning and Evaluation

The college admission process is transparent, inclusive, and widely publicized, catering to diverse student groups while adhering to statutory reservation policies. Orientation programs welcome students, and teachers

assess learning levels through daily teaching, identifying slow learners for remedial teaching and providing enrichment opportunities. Our student-centered approach fosters creativity in a conducive learning environment. The tutorial and house system addresses academic and personal needs. We recognize faculty and student creative contributions and employ well-qualified, diverse faculty members, encouraging their development through training programs. Committed to excellence, we follow the academic calendar, ensure transparent evaluations, and leverage ICT for enhanced learning. Our effective grievance redressal mechanism and impressive university examination results attest to our academic rigor. To ensure seamless functioning, various cells and committees oversee critical aspects. Our faculty recruitment adheres to NCTE, Punjab Government, and Punjabi University Patiala norms, ensuring quality education. The college's teaching-learning environment is dynamic and supportive, providing opportunities for students to grow academically and personally. By maintaining high standards and continually improving, we strive for excellence in education.

Infrastructure and Learning Resources

The college boasts excellent infrastructure supporting teaching, learning, and evaluation. Well-equipped and furnished laboratories, upgraded computer systems, and robust Wi-Fi connectivity throughout the campus facilitate a conducive learning environment. Our library houses an extensive collection of books, journals, and periodicals, supported by an active Library Advisory Committee. Beyond academics, the college offers amenities for sports and extracurricular activities, including a gymnasium, auditorium, canteen, and playground. This holistic approach ensures students' overall development. To foster open communication, separate suggestion boxes are installed for students and faculty members in the college building and administrative block. Faculty members are provided necessary facilities to develop computer-aided teaching materials, enhancing the teaching-learning experience. A dedicated Purchase Committee oversees the upgrading of labs and library resources, ensuring our infrastructure remains state-of-the-art. This commitment to infrastructure development creates an ideal environment for students to grow academically and personally. The college's infrastructure supports the pursuit of knowledge, creativity, and innovation, providing a solid foundation for students' future success.

Student Support and Progression

The college prioritizes student welfare, offering support services. Girl students benefit from the free bus facility, while deserving and needy students receive fee concessions, ensuring equal access to education. To foster holistic development, the college encourages student participation in academic, literary, and non-academic activities. Our placement cell collaborates with the District Employment Office to organize job fairs, enhancing employment prospects. A safe and respectful environment is ensured through vigilant committees. The anti-ragging and sexual harassment committees closely monitor student activities and interactions. Scholarships are provided to SC/ST students, promoting inclusivity. Additionally, a functional feedback mechanism allows students to voice concerns and suggestions, promoting transparency and continuous improvement. The college remains committed to student-centricity, diversity, and success, providing a supportive and empowering environment for all students to thrive. This holistic approach equips students with knowledge, skills, and values necessary for their future success.

Governance, Leadership and Management

The institution's vision and mission align with its objectives, guiding our actions. Administrative powers are

decentralized, fostering participative management through stakeholder interactions and strategic planning. Policies and plans are reviewed and updated periodically to address emerging needs. We prioritize optimal resource utilization, ensuring efficiency and effectiveness. Regular external audits guarantee transparent financial management and monitoring. The Internal Quality Assurance Cell (IQAC) drives quality assurance strategies and processes. IQAC meets quarterly, recording minutes and submitting an Annual Quality Assurance Report to ensure continuous improvement. Through this integrated approach, we maintain accountability, adaptability, and excellence in education. IQAC's efforts have significantly contributed to institutionalizing quality assurance. Our commitment to quality is unwavering, and we strive for ongoing enhancement.

Institutional Values and Best Practices

Our institution proudly promotes an eco-friendly campus, maintaining a lush green, plastic-free, and healthy workspace. We actively celebrate national and international days, fostering a sense of community and social responsibility. The Eco Club plays a vital role in promoting environmental awareness through activities like tree plantation, poster-making competitions on environmental subjects, and organizing rallies advocating for pollution reduction, water conservation, and anti-stubble burning. Embracing sustainable energy, solar panels are installed on campus rooftops, earning recognition from PEDA - Punjab Urban Development Authority, Government of Punjab, for exceptional energy-saving performance. Additionally, the college provides comprehensive facilities, including transportation, security, water supply, electricity, health center, beauty and hair therapy, canteen, and mess, ensuring a convenient and supportive environment for students and staff. This holistic approach demonstrates our commitment to environmental stewardship, social responsibility, and student well-being.

Research and Outreach Activities

 The college fosters a vibrant research culture by facilitating faculty participation in various research activities. To support this endeavor, we provide state-of-the-art laboratory equipment, research journals, and free publication opportunities in our institution's research journal. Our institution encourages faculty to attend national and international seminars and conferences, broadening their research horizons. Dedicated research committees promote scholarly pursuits, yielding impressive outcomes. Faculty members have authored books, edited volumes, and published numerous research papers in esteemed peer-reviewed and UGC-CARE listed journals. Several faculty members have earned Ph.D. degrees, while others are presently pursuing doctoral studies. Strategic Memoranda of Understanding (MOUs) with neighboring colleges further enrich our research ecosystem. Beyond academics, students and faculty collaboratively organize NSS, sports, cultural activities, and extension programs. These initiatives foster all-round student development, nurturing holistic growth and community engagement. This integrated approach underscores our commitment to scholarly excellence, research innovation, and student empowerment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SMT. JAWALA DEVI COLLEGE OF EDUCATION
Address	Lord Rana Edu City Cordia Group of Institutes Village-Sanghol, Teh- Khamano District- Fatehgarh Sahib
City	Sanghol
State	Punjab
Pin	140802
Website	www.jawaladevicollege.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal(in-charge)	Sanjeev Kumar	01628-255930	8872584624	-	iqacjawaladevi@cordia.edu.in
IQAC / CIQA coordinator	Paramjeet Kaur Mangat	-	8872584624	-	iqacjawaladevi@cordia.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Punjab	Punjabi University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	17-03-2017	View Document
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Instit ution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	03-05-2015	119	Permanent Validity Initial and Revised NCTE recognition orders attached

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Lord Rana Edu City Cordia Group of Institutes Village-Sanghol, Teh- Khamano District- Fatehgarh Sahib	Rural	1	2064.955

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BEd,Education,Education	24	Graduation	English,Hindi,Punjabi	100	66
PG	MEd,Education,Education	24	B.Ed.	English,Hindi,Punjabi	50	5

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				15			
Recruited	1	0	0	1	0	0	0	0	12	0	0	12
Yet to Recruit	0				0				3			
Sanctioned by the Management/Society or Other Authorized Bodies	1				1				15			
Recruited	1	0	0	1	0	0	0	0	12	0	0	12
Yet to Recruit	0				1				3			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				5
Recruited	2	2	0	4
Yet to Recruit				1
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	0	0	1	1
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	1	0	0	2
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	0	10	0	10
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	1	5	0	6
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	13	0	0	0	13
	Female	56	0	0	0	56
	Others	0	0	0	0	0
PG	Male	1	0	0	0	1
	Female	4	0	0	0	4
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	4	5	0	2
	Female	19	34	0	21
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	0	1	0	0
	Female	5	7	0	11
	Others	0	0	0	0
General	Male	3	6	0	1
	Female	17	25	0	14
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		48	78	0	49

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The college follows multidisciplinary approach, by integrating the curriculum, providing opportunities to students for participating in variety of activities related to diverse culture and region and also the activities related to different disciplines, also the syllabus provided by the affiliating University which is Multidisciplinary In Nature. Further, All the academic and non-academic activities are organized keeping in mind the diverse cultural background. Through Multidisciplinary approach, an Institute primarily focuses on disciplines and the diverse perspectives a teacher bring to illustrate a topic, theme or issue. Interdisciplinary approach is also followed by the teachers which aims at integrating

	the subject's knowledge and skills into a coherent whole, which ultimately develops student knowledge, problem-solving skills, self-confidence, self-efficacy and a passion for learning.
2. Academic bank of credits (ABC):	Academic Bank of Credit is a national-level credit-based, student centric, and highly flexible digital platform for students to store their academic credits earned from various recognized Higher Educational Institutions (HEIs). At college level, the college maintains the digital record of students as per the requirements and guidelines. Further the college is adhered to follow the guidelines of affiliating university for compliance on Academic Bank of Credits.
3. Skill development:	The college organizes skill development activities for developing various skills among students. Computers, spoken English, personality development, communication skills, teaching skill are improved through school internship programe students have been assigned various responsibilities and also they are the part of various committees and clubs at college level, which develops leadership skill among them. Class incharges ensure that equal opportunity need to be provided to all students. They follow the principle of learning by doing/ experiential learning.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The whole system of teaching and learning integrates indian knowledge syatem. The college implement the curriculum and syllabus as prescribed by affiliating University. Activities are planned keeping in mind social and cultural background. All national days are celebrated as per the academic calenndar planned in the begining of the session. Fuctions are planned and organized taking in loop representatives from local community , thus social values can be reflected. Indian languages are preffered in teaching-learning process, so that students can express themselves effectively.
5. Focus on Outcome based education (OBE):	The college follows outcome based education. Its an educational approach and a learning philosophy, focusing and organizing the entire academic programs and instructional efforts around clearly defined 'outcomes' . In the curriculum of teacher education, all the course and program outcomes are already defined by the affiliating university. The

	college plans the teaching learning practices considering all the objectives related to cognitive, conative and psychomotor domain. Institutional focus is on to draw out the hidden potential of students. In classrooms, teachers follow the principle of learning by doing so that actual learning takes place. continuous and comprehensive evaluation techniques are applied to know the progress of students. The outcome as 100 percent university result shows the successful implementation of Planning.
6. Distance education/online education:	The facility for open and Distance Education is available in the campus. IGNOU study center was introduced in the campus with variety of add-on course in Education such as certificate in Guidance, Certificate Prog in Value Education, PG diploma in Education Technology, School Leadership and Management etc and many more graduate and post graduate courses. Examination centre is also approved in the campus for ODL students. Many regular B.Ed. students and faculty members are enrolled for various ODL programs. Apart from that, In regular courses, Online education was more in practice during covid which was also carried out for extra/additional lectures once offline classes started in the college. Post Covid, online platforms were used by the teacher in giving assignments, submission of assignments, for notices and discussions as well.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Electoral Literacy Club (ELC) is functional in the college. Under the systematic voters education and electoral participation (SVEEP) initiate by Election commission of India with the objective to spread awareness among the college put effort to for making young and future voters aware about electoral participation by organizing various activities, rally etc. at school as well as college level. The objective of the club made at institution level is to create awareness, carry out activities, and provide assistance for electoral related queries.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and	Yes. The college has functional Electoral Literacy Club including representation of faculty members,

whether the ELCs are functional? Whether the ELCs are representative in character?	students, teaching and non-teaching staff. Principal of the college is the patron of the club, senior faculty member Dr. Harjinder Singh is the incharge of the committee, two faculty members and the class representatives of B.Ed. and M.Ed. are the student coordinators who are appointed by the College to serve the purpose of the club. the club is functional, and the faculty and student representative actively participate in its activities. All the members are actively participate in club's initiative and coordinate with all stakeholders in society, school and at different platform for achieving the club's objective.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Club (ELC) of the college has organized various programs and initiatives to promote electoral literacy and awareness such as awareness rallies, performing nukkad-natak in the college and nearby areas, the club highlight the importance of voting through various social and literary activities. thus the College has been continuously working as nodal agency for voter awareness programmes. Before the establishment of Electoral Literacy Club in the college, the NSS wing of the college in collaboration other clubs and committee was working in this regard. After the establishment of Electoral Literacy Club, all the initiatives related to Voter awareness etc are undertaken by the club which including electoral literacy information are displayed in the notice board, required information are uploaded in the college website including its constitution and activities related to voting. For taking the maximum participation of students, the competition on related subjects are organized time to time including debate, poster making, rallies etc.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Electoral literacy club of the college is in the process of undertaking research projects and publications. the awareness drives are organized occasionally. Before the establishment of the Electoral Literacy Club, NSS wing of the college alongwith other clubs and committee performed the various electoral related awareness programmes and campaigns. After the establishment of the club, awareness drives and rallies are being organized for supporting electoral process and for taking maximum participation of young voters in electoral process. Various other activities through dramatization including Nukkad Natak was also organized at institutional level for

	promoting voter awareness. Prospective voters were also guided about the electoral process, all of them they are trained and briefed
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The Electoral Literacy club of the college has made commendable effort by making mass enrollment of above 18 years as voters. the members of the club motivate students and nearby community to register as well as to cast vote. The students of the college are enrolled in the electoral roll. The college maintains the database of students, those who are not registered for voting are also being motivated to register themselves for voting and get the voter card after all registration process. For this purpose, specific guidelines are provided to them. Overall, the institution encourages its students for 100 percent participation in electoral process. Those who are already registered are encouraged to further motivate the young and prospective voters in their respective areas and villages.

Extended Profile

1 Students

1.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
129	157	183	142	212
File Description			Document	
Institutional data in prescribed format			View Document	

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
200	200	200	200	200
File Description			Document	
Letter from the authority (NCTE / University / R			View Document	
Institutional data in prescribed format			View Document	

1.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
54	37	83	32	50
File Description			Document	
Institutional data in prescribed format			View Document	
Central / State Govt. reservation policy for adm			View Document	

1.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
72	52	83	111	120

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

1.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
72	49	77	107	119

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

1.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
84	50	131	59	87

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

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
06	06	10	10	10

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

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
17	17	17	17	17

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

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
30.90576	9.46602	17.47190	27.09274	14.58360

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

3.2

Number of Computers in the institution for academic purposes..

Response: 75

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Since our college is affiliated to Punjabi University Patiala curriculum prescribed by the university is followed whereas the institution adheres to a regular in house practice of planning and reviewing the curriculum.Before the beginning of each session a meeting including the members of curriculum committee ,staff members and stakeholders is done in the principal's office preparation of academic calendar .The final academic calendar is circulated among the staff members and it acts as the blueprint for the proper functioning of all the curricular and extracurricular activities throughout the year. The **teachers Induction Program** is conducted in the Principal's office before the start of the session. Considering the Subject expertise and feedback of the previous session of each faculty member the **time table** is prepared by the Time Table Committee. **Orientation sessions** are planned for acclimating students to their new surroundings and providing them an overview about curriculum of their respective courses.**Pre and post Teacher Training Session** are also planned for the students of B.Ed. Semester-III. The planning of **evaluation procedure** to be followed and sessional work is done. Various **curricular and co curricular activities** during the year are discussed and included in the **tentative academic calendar**. Planning to approach different subject experts for various **extension lecture ; seminars and workshops** during the year .**Days with national and international importance** are also included in the planning and observed later.Activities under heads of **various clubs and committees** (NSS ; Science club ;cultural) are also discussed ,planned and included in the activity calendar In the middle of the session **the syllabus coverage report** is collected to review the transaction of the curriculum.Towards the end of the semester the meeting is planned by members of the Curriculum Committee and IQAC to revise and review the transaction of the curriculum during the session .In order to adapt the curriculum to local context /situation the college observes all the days of national and international importance. It also pays attention to the local problems and tries to educate the students ,parents and community towards the adequate solution. For example, the college organizes rallies for the awareness of Stubble burning and environment related issues .

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

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 87.5

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

2023-24	2022-23	2021-22	2020-21	2019-20
14	14	14	14	14

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	16	16	16	16

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

1.2.2

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

Response: 3.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	4	4	3	3

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

1.2.3

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

Response: 7.41

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	10	15	7	13

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

1.2.4

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

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

Response: A. All of the above

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

1.2.5

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

Response: 1.22

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

2023-24	2022-23	2021-22	2020-21	2019-20
06	04	00	00	00

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

In order to provide the fundamental understanding of the teaching as the profession, the college introduces the new pupil teacher with the curriculum prescribed by the Punjabi University, during the **orientation session** in the beginning of the session. Students are provided with the brief introduction

regarding three important learning i.e**. theoretical knowledge, skill in teaching and experiences for social and environmental sensitivity** which they are going to learn and adapt in the next two years. .

After grasping the theoretical knowledge in semester I and semester II the students are acquainted with the **school internship** in their respective pedagogical subjects during Semester –III. The internship in schools is organized for a minimum duration of 16 weeks. Before this, pre-teaching phase in the term of **micro-teaching** is organized in the college for least two weeks. A trainee teach at least ten micro lessons (two micro lessons in each of the five selected micro teaching skills) and observe the micro lessons taught by his/her fellow student teachers for providing the required feedback. During this **pre-teaching phase** the student teachers is provided training to prepare **teaching-learning material/teaching aids**. Every student teacher is to keep the record of micro-teaching lessons taught by him/her and checked by his/her teacher educator for presenting before the external examiner during the final skill-in teaching practical examination for evaluation. During the school internship, the students are provided opportunities to teach in government or private schools with systematic supervisory support and feed-back from the faculty. During the internship a student teacher **works as a regular teacher** and participate in all the school activities, including **planning, teaching and assessment, interacting with school teachers, community members and children.** School internship includes an initial phase of four weeks of supervised teaching practice in the school. This phase would include planning and delivering at least ten lessons in each school subject. Apart from this each trainee teacher submits two teaching aids and one question paper for a secondary class to his/her master trainer. At the culmination of this phase, the master trainer in each subject conducts one discussion lesson to evaluate the performance of the intern. During second phase of the school internship, the student teacher apart from taking the regular classes as per the school time-table engage with the school community and **organizes different curricular and co-curricular activities** to extrapolate from what one has learnt and apply acquired competencies

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

1.3.2

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

Response:

The college follows the curriculum prescribed by the Punjabi University ,Patilala for all the teacher education Programmes . The syllabus includes courses like **BEDEDU1101T** Philosophical perspective in Education which includes the development of the school system in India ; **BEDEDU1202T**

Educational Policy & Planning in Contemporary India includes the international and comparative perspective whereas the Pedagogy of a School Subject **BEDEDU1104T & BEDEDU1105T** helps the students to understand the functioning of various boards of school education boards like Punjab School Education Board (PSEB) , Central board of Secondary Education (CBSE**) . The topics like pedagogical and critical analysis of NCERT textbooks;unit planning** helps students to understand the functioning of various boards of school education and functional differences among them; **BEDEDU2401T Assessment for Learning** includes topic such as **evaluation and types of evaluation (summative ; formative and diagnostic) different types of test (objective and subjective test) ; criteria to make a good test or question paper** encourages students to learn and understand the assessment system , norms ,standards and state wise variations.After grasping the theoretical knowledge in semester I and semester II the students are acquainted with the **school internship** in their respective pedagogical subjects during Semester –III. The internship in schools is organized for a minimum duration of 16 weeks.During the internship a student teacher **works as a regular teacher** and participates in all the school activities, including **planning, teaching and assessment for the better understanding of the school system**

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

1.3.3

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

Response:

From the beginning of session the prime focus of the institution is to start from basics and give a professionally relevant understanding with the comprehensive range of curricular and cocurricular activities as planned in the academic calendar and curriculum prescribed by the Punjabi university patiala. The students are involved in the various houses, clubs and committees of the college .They represent themselves as equal partners in the various meetings . Students also participate in various activities during the year which helps them to be self-dependent and able to organize and conduct various activities, learn the art of working in teams, assuming group responsibility, cooperate and collaborate. since community engagement are the integral part of the student teacher life so they are involved in the planning and execution of the activities such as blood donation camp ; plantation and cleanliness drive ; rallies with social message ; chabeel and tea seva ; collection of data for need pro activities etc .from time to time. Various sports activities such as the Annual Athletic Meet and yoga day are also conducted ; extension lectures and

workshops are organized by the college with the motive of all round development of their personality.The theoretical and practical understanding of teaching as a profession is provided through skill practicing at micro and macro level. Initially students are acquainted with theoretical and practical aspects of micro teaching and its skills. Then, students are provided a platform for practicing micro teaching skills during which they practice and master the skills as per their pedagogy curriculum. After equipping the students with the micro-teaching skills, they are sent to schools for their internship programme, as per prescribed syllabus with the objective of maximum professional understanding. During the internship programme, interns consolidate the relevant understanding of different subjects for eliciting maximum learning outcomes of students of allotted school. On the first day of internship in allotted schools, interns receive a time table from the school. As per the time table, they plan their lectures and consolidate professionally relevant understanding that they have gained in college through various teaching-learning strategies, activities and functions. Every lecture is supported by a number of audio visual aids catering to diversity in the classroom. They prepare a variety of lesson plans (Herbertian, Model based, ICT based, Value based and Constructivist Approach Based) and teach accordingly. The interns ensure better understanding of theoretical as well as practical aspects of subject matter of students through various teaching-learning strategies. T .Cooperative learning approach, peer tutoring and experiential learning are used to embed students with values like cooperation, sharing and make them ready for the professional field .

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 41.1

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

2.1.2

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
54	37	83	32	50

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

2.1.3

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

Response: 0.24

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

2023-24	2022-23	2021-22	2020-21	2019-20
01	0	0	0	0

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

Smt Jawala Devi College of Education takes initiative to understand and identify the different learning needs of students at the entry level. The student's learning levels, potential, academic background and their linguistic skills are assessed by teachers using marks secured by the candidates in the previous class, group discussion and personal interviews in the orientation session as well as initial classes of every subject. Specific teaching-learning methodologies are used to cater the different needs of students . The faculty follows an integrated approach and revise the critical topics as per student's requisitions, provide additional learning material such as textbooks and solved question papers The students are also guided for answering the questions to the point for scoring good marks in the sessional examination and in the University examination. Advanced learners are encouraged to acquire new and advanced information through the internet to bring out their full potential. The advanced learners as well as slow learners are encouraged to take part in group discussions on a particular topic assigned to them so that they are able to shed off their inhibitions and participate in it enthusiastically. Besides lecture classes, ICT enabled classes are taken to make difficult topics more understandable to the students. Both the advanced learners as well as slow learners are encouraged to do good results in their final semester examination.Mentoring System is in place to assess the level and needs of the freshers and help to resolve them. Every student is allotted a **mentor for guidance**. The students are updated with latest information from time to time through verbal announcements in the classrooms or assemblies, Mentors, House in-charges and through notice boardsPersonal, Academic and Career-related Counseling is given from time to time. **Assignments and group projects** are given and evaluated on a regular basis. Peer Learning is encouraged through group discussions and presentations. This aids in building a culture of teamwork and helps to develop leadership as well as interpersonal skills.Additional reading material and books are suggested and are made available to increase their understanding of the subject. **Web- links** are also suggested to the students to help them gain an in-depth knowledge of the subject. **tri lingual approach** is adopted for explanations and discussions in the class with the aim of reaching out to each and every learner so that they can be bought at par with the rest of the class.The College library has the **book bank facility** for students with weaker financial status and other e-resources to help the advanced and weaker learners to broaden their horizons.**Scholarship guidance** to provide detail information about different types of scholarship provided by government. Students understand about scholarship in detail.

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

2.2.2

Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 16.13

2.2.4.1 **Number of mentors in the Institution**

Response: 8

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Multiple modes to enhance students' learning are adopted by teachers, which includes Experiential learning, Participating learning, Problem solving methodologies, Brainstorming, Focused group discussion, Online mode. The college organizes field visits to the different educational & historical places to achieve first hand experience. Every day morning assembly is organized with the aim of appraising the students' teachers about policy, direction and educational needs. This exercise helps the students to gain direct experience & awareness of global issues. Brainstorming sessions on certain issues and problems are organized during tutorial / mentor mentee sessions. Some global and current issues are discussed through seminars, debates and group discussions. Assignment and project work is also assigned by teachers to students. For this purpose different groups are framed. Classes can also be organized through online mode by the use of Google meet & Zoom meetings. LMS is also used by the teachers to upload all the learning material including notes, videos and presentations .

The student-focused activities for their participative and experiential learning have been adopted at the college level as well as by the individual departments. Field studies are part of the curriculum in some of the programs that expose students to experiential learning. Project work as part of the curriculum as well as additional projects is also assigned to students to facilitate their learning. College also provides students support for the preparation of competitive exams. Practical training and hands-on training for students on advanced instruments is another special feature to polish their skills and enhance their employability. Faculty members regularly have interactive sessions with students like group discussions, seminars, mock interviews. In addition, invited lectures of renowned experts in diverse fields are organized regularly to ensure extensional learning. The committees and clubs offer a wide range of support services and organize events for the overall upliftment of the students.Students are motivated, supported, for their participation in sports and co-curricular activities. Students who participate at state, national and international levels in sports or any other competition are helped by the teachers by giving them special time for studies to meet their curricular demands.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	[View Document](#)
Any other relevant information	[View Document](#)

2.3.2

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
6	06	10	10	10

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

2.3.3

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

Response: 34.11

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

Response: 44

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

Professional attributes among students are developed by providing continual mentoring by all faculty members. Faculty members are highly qualified who avail all the given modern methods of teaching to enhance the learning ability of students. They support and assist from the beginning of the academic year. It is necessary to support their performance in the classroom from the very beginning in their teaching careers. Mentoring can play a critical role in continually

improving the professional knowledge and skills that teachers need to instruct and prepare students for the rising demands of modern methods in the field of education. Faculty members have been provided with the Audio-Visual aids, the LCD projector, OHP etc through which learning is made effective & efficient. There is provision for attending various faculty development programs being organized by an institution. The college strives to enhance the

facilities and equipment so that the faculty does not face any difficulty in the performance for developing professional attributes in students.

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

2.3.6

Institution provides exposure to students about recent developments in the field of education through

1. **Special lectures by experts**

2. **'Book reading' & discussion on it**

3.   **Discussion on recent policies & regulations**

4. **Teacher presented seminars for benefit of teachers & students**

5. **Use of media for various aspects of education**

6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: B. Any 4 of the above

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

2.3.7

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

Response:

Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students. Innovation in education encourages teachers and students to explore, research and use all the tools to uncover something new. It involves a different way of looking at problems and solving them. The thinking process that goes into it will help students develop their

creativity and their problem solving skills. Teachers of Smt. Jawala Devi College of Education gave preference to creative aspects in teaching to enhance different skills of creativity in the students. The college plays an active role in training the faculty

as well as students also. The trained and other sensitized faculty takes effective measures in implanting innovative techniques in teaching – learning in order to enhance motivation and self directed learning among the students. The various innovations tried are as follows:

1. Create a compassionate, accepting environment

2. Be present with students ideas

3. Encourage autonomy

4. Reward assignments to promote creative thinking

5. Give students direct feedback on their creativity

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

File Description	Document
Reports of activities with video graphic support wherever possible	[View Document](#)
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.2

Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	[View Document](#)
Documents showing the different activities for evolving indicated assessment tools	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: A. All of the above

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

2.4.6

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

1. **Planning and scheduling academic, cultural and sports events in school**
2. **Planning and execution of community related events**
3. **Building teams and helping them to participate**

4.Involvement in preparatory arrangements
5.Executing/conducting the event

Response: A. All of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.4.7

A variety of assignments given and assessed for theory courses through

1.Library work
2.Field exploration
3.Hands-on activity
4.Preparation of term paper
5.Identifying and using the different sources for study

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship programme is systematically planned, involving the school staff and teacher educators. Two weeks Pre-internship is carried out during the first two semesters in nearby schools followed by 16 weeks Internship in the third semester .

The practicing schools are selected on the basis of the proximity of the student teachers residence to the school, availability and accessibility of basic infrastructural facilities and type of school (Government, Aided, Private, Public). The students are given the option of choosing schools and they are allotted schools keeping in mind the medium of instruction, accommodating capacity and subject wise requirement of the schools.

Orientation to school principal/teachers is facilitated by the Principal, Internship Incharge and Teacher incharges regarding the activities to be conducted during Internship and their role, guidance and support during internship.

Orientation to students going for internship-Two week Pre internship programme, give an idea about the functioning of school, current demands, , overall Philosophy, aim and vision of the school, Organization, Management & Curriculum by observing classes engaged by the experienced school teachers. Prior to Internship, Model lessons of experts followed by Simulated teaching for 10 days, orientation regarding Planning and Facilitating Teaching Learning, Assessment of Students' Performance,Participation & Organizing School Activities .

During Internship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management, and organisation of school-based and community based activities of teaching. The student-teachers are required to develop a repertoire of understandings, competencies, and skills.

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

2.4.9

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

Response: 1.47

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

Response: 49

File Description	Document
Plan of teacher engagement in school internship	[View Document](#)
Internship certificates for students from different host schools	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of the schedule of work of internees in each school	[View Document](#)
Any other relevant information	[View Document](#)

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Smt. Jawala Devi College of Education adopts effective monitoring mechanisms during Practice teaching is conducted in various local
schools. Two lessons per day are delivered during their practice teaching sessions. Teacher educators

(preferably subject experts)

from the college are detailed to check the lessons plans . The student-teachers are allowed to deliver the lesson plans. 60 to 70

per cent of the lessons in schools are observed by the faculty. Teachers of concerned schools also observe the lessons. The school

teachers are encouraged to give suggestions for improvement. Teacher educators and school teachers note down remarks on the lesson plan

book. Thus, on the spot feedback are provided to the pupil -teachers. Detailed feedback is also provided in the college collectively on subsequent days. Remarks on the notebook, subsequent discussion and observations based on self-reflection are taken into consideration for bringing about improvement. The process of observation and feedback is comprehensive & continuous.

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

2.4.12

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

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

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

Response: A. All of the above

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

2.4.13

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

include

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 49.41

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
English translation of sanction letter if it is in regional language	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.5.2

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

Response: 83.33

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

Response: 7

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

2.5.3

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

Response: 11.67

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

Response: 70

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The teachers keep themselves to pace on this path of change to implement new methods of teaching-learning process to suit the requirements of the day .by attending conferences, workshops, webinars, seminars, symposiums with a view to enlightening teachers on latest developments in the field of education, that are required for professional development. Writing articles/books, material production, publication of research papers, etc also help a lot in this form of development. Teachers, in order to let learners learn in the best possible ways, have to adapt to the changes from time to time. Learners live in a different setup as compared to teachers. This gap can be bridged by teachers only when they reach out to the mental level of the learners. Over a period of time there have been tremendous changes in the setup of our education system. Teachers have to have demonstrate that they posses some special characteristics to handle the changing times and trends in education sphere. Since the teacher is entrusted with the job of 'shaping the future of a country' he has to constantly reflect upon his actions as a teacher and make necessary changes to suit the need of the hour. The in house discussion are in the form of teacher induction meeting in the beginning of session ; monthly or weekly meeting with the management .The information is

shared with colleagues and other institution on policies and regulation through emails ; whats groups and notices in the form of minutes of meetings.

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

2.6 Evaluation Process

2.6.1

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

Response:

Smt. Jawala Devi College of Education adheres to the outlines of the examination prescribed in the ordinance for B.Ed. and M.Ed. by Punjabi University Patiala updated on their website from time to time . Before the beginning of each semester the examination in charge shares the changes made by the university in the prescribed syllabus in teacher induction meetings and later in the students orientation The schedule of internal examinations is conveyed through the Academic calendar. The process of internal assessment mechanism includes formative and summative modes which include students' attendance, mid-semester examination twice per Semester, subject wise assignments and projects, classroom presentations, participation in various activities going throughout the session. Further the following activities are being organized which are also the part of internal assessment such as Field visit, report writing, Seminars, participation in Class interaction or group discussion, Good conduct and demonstrative ethics and values , The college insists on a minimum 75% attendance of students per semester. Internal assessment is based on quiz, unit tests, open tests, assignments, viva-voce and practical examinations. Personal feedback is given to students. Weak students are counseled and corrective measures are suggested. Difficulty sessions, often including peer learning and peer evaluation are taken by the teachers. The teacher plays the role of an observer. Transformation of classrooms into student-centric learning spaces has increased possibilities for successful curriculum transactions. In summative mode, students take a semester-end examination on the university pattern, answer sheets are marked and necessary feedback is given.There is a strong provision of answering question papers, attempting assignments and making presentations bilingually in order to provide a platform to the students to express themselves fully.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Smt. Jawala Devi College of Education has well established Grievance Redressal Cell, to provide a mechanism for redressal of students' grievances and ensure the transparency in examination and assessment including internal as well external examination. The Grievance

The Redressal Committee of the academic year 2021-22 constitutes faculty members as well as students. The function of the cell is to look into the complaints related to examination, lodged by

any student, and judge its merit and provide solutions. Anyone with a genuine grievance may approach the Grievance Cell in person or also be sent through e-mail/letter to the teacher- in-charge of Student's Grievance Cell. Grievances related to examination were also received

and addressed. Thus, the mechanism for grievance redressal related to examination is operationally effective.

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

2.6.4

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

Response:

The college prepares a comprehensive academic calendar which is annually updated. All scholastic and co-scholastic activities are being included in the academic calendar. The schedule in the calendar is strictly followed for conducting the various academic events including examinations. A multi-level and systematic evaluation process is practiced in the institution. External evaluation of all theory courses is done by Mid Semester Examination

conducted by the university,External evaluation of practical courses are done by the examiners appointed by the university. All the documents and records pertaining to practical courses are made available before the External Examiners. Internal evaluation of theory courses are done by mid semester examination, class tests and the related practicum. The entire faculty keeps work records. The personal information, time table, academic calendar, details of work engaged, extra work done, teaching notes, content and learning experiences of the entire course, attendance of students, internal assessment of students – grades given to students with respect

assignments/seminars/projects, test paper, attendance, etc., performance in assignment presentation, seminar, & project, is used for calculating internal assessment, etc are included in the teacher'' s work record.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The teaching learning process in Smt. Jawala Devi College of Education by thoroughly based on the understanding the PLOs and CLOs of both the courses. The program learning outcomes and the course learning outcomes have been clearly stated. These are in accordance with the syllabi prescribed by Punjabi University, Patiala. The Program Learning Outcome (PLO) of B.Ed. is to understand the basic concepts and ideas of educational theory. Building an understanding and perspective on the nature of the learner, diversity and learning; to comprehend the role of the systems of governance and structural functional provisions that support school education and to develop understanding about teaching, pedagogy, school management and community involvement. Also enhance the skills and abilities of communication, reflection, art, aesthetics, self-expression and ICT. The PLO's and CLO's are uploaded on the college website and the college prospectus for all the stakeholders involved.

With the Beginning of the session a detailed Academics Calendar is prepared considering the PLO's and CLO's. The students are oriented about the PLO's and CLO's during the orientation sessions, to ensure that they strive together with the faculty to achieve them. Curricular transaction-theory and practicum are also well planned and guided by the PLO's and CLO's. Communication skills are also given due attention, B.Ed and M.Ed curriculum have a compulsory subject related to communication, along with it they learn to use language laboratories. The students are given training to improve their abilities and ensure harmonious development of their personalities. Educational tours, trips and excursions also help to achieve PLO's and CLO's as they are a major source of direct and experiential learning and lead to building healthy social ties. Every subject teacher makes it a point to teach through the constructivist mode to develop the thinking skill of students.. In the M.Ed. The teachers make the students understand the philosophical, psychological and sociological aspects of education in addition to making them plan and organize meaningful learning experiences. CRegarding the CLO of B.Ed., each and every subject like Childhood and Growing Up, Contemporary India and Education, Learning and Teaching, Health, Yoga and Physical Education, Knowledge and Curriculum, Gender, School and Society, Creating an Inclusive School, Understanding Disciplines and Subjects, The Different Pedagogies, Language Across the Curriculum, Assessment for Learning, Critical Understanding of ICT, Arts and Aesthetics in Education, Reading and Reflecting on Texts, Guidance and Counseling, Environmental Education all are taught to bring out the maximum Course Learning Outcomes. In M.Ed., the Courses namely Introduction to Education Studies, Psychology of Learning and Development, History of Political Economy of Education, Teacher Education, Self Development, Communication and Expository Writing, Philosophy of Education, Research Methods in Education, Secondary Education, Sociology of Education, Curriculum Studies, Curriculum Pedagogy and Assessment, Learning and Pedagogy of School Subjects, Assessment in Education and Academic Writing are also taught by the faculty to attain the Course Learning Outcomes.

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

2.7.2

Average pass percentage of students during the last five years

Response: 78.31

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

2023-24	2022-23	2021-22	2020-21	2019-20
70	42	44	82	105

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

2.7.3

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

Response:

The Programme Learning Outcome (PLO) and Course Learning Outcome (CLO) of the courses of B Ed and M Ed have been identified and put up in the Website of the college. Moreover, during the Induction of newly admitted students, there is a thorough discussion on the PLO and CLO of the courses. The faculty of the college has a thorough knowledge of the PLO and CLO and in their process of teaching, each faculty member has identified the objectives and outcome before they enter the class. As such, in each subject taught in the course, the PLO and CLO of the students are monitored. This monitoring is done through the teaching process, interaction with the students, and assessment of their various theoretical as well as practical tasks. There are also remedial activities performed for slow learners. The faculty of the college put in their extra effort to cater to the individual differences of the students. There is always a vigilant outlook to monitor their progress throughout the semester. Even the cleanup activities and Community Services events organized by the college also adds to their personal attributes of not only formation of a good teacher, but an exemplary citizen of our country. The PLO and CLO is assessed through two types

of assessment (i) Direct Assessment (Seminar presentation, Project Work, Home Assignment, Class Interaction, Unit Tests etc.) (ii) Indirect Assessment (through students' Attitude Tests, Term End feedback, Focus Group etc.). The College utilizes both forms of assessment from time to time and, as and when required.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document

2.7.4

Performance of outgoing students in internal assessment

Response: 115.28

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

Response: 83

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

2.7.5

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

Response:

During the admission process, the Principal of the institution interacts with both parents and students to understand their needs and aspirations. Students receive counseling and guidance to ensure a smooth transition into college. An orientation program is organized at the beginning of each academic year to familiarize new students with the course structure, internal assessment methods, curricular and co curricular activities, as well as the rules and regulations of the institute. This program also introduces them to the various facilities available. To identify students' hidden talents and skills, talent search programs are conducted, which help in the formation of student unions based on their respective abilities. Mentoring and counseling help identify the individual

needs of learners and assist in developing effective classroom practices that lead to better learning outcomes. To promote ICT skills and the adoption of modern teaching-learning techniques, students are engaged in project work, action research, preparation of online tests .This prepares them to meet the challenges of the 21st century and enhances their ICT proficiency. The institution emphasizes the observance of regional, national, and international days of importance through various club and association activities, fostering national integration and preserving the heritage of the nation. Personality development and leadership qualities are nurtured through constructive feedback and suggestions provided by teachers. This process enhances students' self-confidence, morale, and self esteem. Participation in diverse activities helps students develop professional values, which are essential for becoming competent teachers. Faculty members regularly assess the learning needs of students through class tests and house exams. Performance is evaluated based on the scores obtained in these assessments. Students who score lower are provided with additional assistance to improve their academic performance. The institute conducts remedial classes in various subjects for weak students, focusing on enhancing their skills and competencies. Slow learners are identified based on their performance in class tests and house exams, and they receive remedial teaching to bridge any learning gaps. Students are provided with reading material, and they are assigned written assignments and exercises. Remedial examinations are conducted to evaluate the knowledge acquired during class hours. In summary, the institution prioritizes the holistic development of students by offering counseling during admission, organizing orientation programs, conducting talent search programs, fostering ICT skills, promoting national integration, providing constructive feedback, and offering remedial support to enhance student performance.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	1	1	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

3.1.2

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

Response: 36.52

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

2023-24	2022-23	2021-22	2020-21	2019-20
101.73498	0	160.91598	21.70753	0

File Description	Document
Sanction letter from the funding agency	[View Document](#)
Income expenditure statements highlighting the research grants received, duly certified by the auditor	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

5. Organizing research circle / internal seminar / interactive session on research

Response: A. Any 4 or more of the above

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

3.1.4

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

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

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)
Details of reports highlighting the claims made by the institution	[View Document](#)
Copyrights or patents filed	[View Document](#)
Link for additional information	[View Document](#)

3.2 Research Publications

3.2.1

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

Response: 1.67

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	0	8	2

File Description	Document
First page of the article/journals with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/content page of the journals in which articles are published	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.2.2

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

Response: 2.14

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	1	0	11	1

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
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 year-wise	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response: 12.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
15	10	12	13	12

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

3.3.2

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

Response: 31.59

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

2023-24	2022-23	2021-22	2020-21	2019-20
40	42	57	65	56

File Description	Document
Report of each outreach activity with seal and signature of the Principal	[View Document](#)
Event-wise newspaper clippings / videos / photographs with captions and dates	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs

awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 33.41

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

2023-24	2022-23	2021-22	2020-21	2019-20
55	42	57	65	56

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

3.3.4

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

Response:

Service to mankind is service to God. Imparting such values and attitude in students is the mission and motive of our institution. Believing in this, the institute carries out a number of extension activities in the neighborhood community. The College organizes and participates in various extension activities with a dual objective of not only sensitizing students about various social issues but also contribute to community and strengthen community participation. The institute promotes regular engagement of faculty, students and staff with neighborhood community for their holistic development and sustained community development through various activities. The college has a well functioning NSS program, with dedicated student volunteers. Through these units, the college undertakes various extension activities in the neighborhood community like organizing camps, Swachh Bharat initiatives, blood donation camps, awareness programmes on AIDS prevention, Road safety, Drug Abuse, Plantation etc. Other than NSS units, the various departments of the college are conscious about its responsibilities for shaping students into responsible citizens of the country by making students aware of social issues through various programmes like Environmental Awareness, Personal Health and Hygiene, Celebration of birth anniversaries of National heroes, Environment conservation, Vigilance awareness, Voters awareness, Health check-up camps and days related to communal harmony and national integration. Besides this, the college organizes other activities also as per need and

availability of time without affecting academics. The spirit of voluntary work through sustained community interaction and link between campus and community is enthralled amongst students, which reflects on the personality development of students through community service. The college follows a mechanism for students' involvement in various social activities which promote citizenship roles. A systematic plan and event calendar is prepared every year with the aim to extend services in the neighborhood community and sensitize students towards social issues and holistic development. These include Joining hands with Local governance (Gram Panchayat), NGOs, various government departments etc. Various activities which have contributed towards patriotism, national services and students are briefed below with their impact as mentioned.The activities listed above are indicators of the manner in which multiple issues of social, political and economic significance are discussed and dealt with in order to create sensitivity and understanding among students and contribute to balanced development of their personality, so that committed and ethically informed citizenship is created. The college is thus fulfilling its social responsibilities and contributing to community development and nation building.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)
Any other relevant information	[View Document](#)

3.3.5

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

Response: 47

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	10	10	8	11

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

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

Response: 3.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	4	2	2	2

File Description	Document
Report of each linkage along with videos/ photographs	[View Document](#)
List of teachers/students benefited by linkage exchange and research	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.2

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

Response: 16

3.4.2.1 **Number of functional MoUs with institutions of National and / or International importance,**

other universities, industries, corporate houses etc. during the last five years

Response: 16

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

3.4.3

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

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

Response: A. All of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Smt. Jawala Devi College of Education has an adequate infrastructure conducive to teaching, learning and comprehensive development of students which includes well-equipped classrooms, tutorial rooms, department rooms, Science Lab, Mathematics Lab, E.T. Lab, Smart Room, Language Lab, Computer Lab and Psychology lab as per norms. The classrooms are equipped with projectors. The campus is Wi-Fi enabled for the benefit of students and faculty. The college library has ample books and subscription to various print journals. All the books are bar-coded. The library provides access to e-journals and e books. The Administrative block of the college consists of the Chairman's Office, Director's Office, Principal's Office, Accounts Office, Admission Cell, HR Office and the multipurpose hall which are fully ICT enabled. The college also provides adequate facilities for cultural activities, indoor and outdoor sports, gymnasium etc. The huge ground used for various cultural and sports activities including football court, volleyball court, kho-kho court, Kabaddi court, Handball court, Basketball Court, 200 mtr Track, open space for yoga etc. Indoor arrangements include a table tennis and yoga room, chess, carom is also played there.

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

4.1.2

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

Response: 40

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

Response: 04

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

Response: 10

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

4.1.3

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

Response: 28.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	5.0622	23.603	0	0

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

4.2 Library as a Learning Resource

4.2.1

Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software

Response:

Smt. Jawala Devi College OF Education Library is one of the oldest private Insititon. It spreads in an area of 3806 sq ft. The library is located in a separate two storied building with mezzanine flooring situated very close to the main block. The collection includes more than 7807 books, 15 journals, 5 magazines, 300CD's, 5211 back volumes of the periodicals. During the last five years 400 books were bought. The collection of books include documents covering a wide range of subjects from English literature, pure sciences, arts, history and social sciences, languages etc. The library is automated, and has a spacious reading hall and reference section with five air conditioners. The reading area can accommodate 100 users at any point of time.

The library is automated with integrated library management software E Granthalaya (Software for National information Center) of (NIC). The various housekeeping activities of the library such as data entry, issue and return and renewal of books, member logins etc are done through the software. The reading and reference section is provided with five air conditioners. The Books are classified according to Dewey decimal classification. OPAC (Online public access catalogue) service is also provided where the users can search the collection of books by title, author, publisher etc. The books are being bar coded and the users are given unique barcode ID. Apart from the printed books the library is having access to e resources of n list which is a part of e shodhsindhu consortium of INFLIBNET, where the users are given awareness and made to access browse and download e books, e journals, databases etc. The new books are displayed for two weeks on the display stand. User orientation is provided at the beginning of the year regarding the various facilities services and resources available in the library. The library provides reprographic service and internet service. The Internet room is provided with 5 systems with 3 Mbps.. A Tripod turnstile was bought in the month of and is placed at the entrance of the library to Control and detect only authorized users one at a time and also helps in tracking the attendance of the members. The Library is provided with Wi-fifacility.

Digital library integration : It can help transform traditional libraries into e-libraries. Online member services: It can provide various online member services through a single window Access system. E-Granthalaya is a library management software that can be used to create a digital library and repository of e-books and full text articles. E- Granthalaya can help libraries automate in-house activities, integrate digital libraries , and provide online member services. It can also help libraries save space, time and money.

E-Granthalaya was started as an in-house project at 'Karnataka State Centre of NIC Bangalore' and first version of the software was designed for the Public Libraries in the State . Later, NIC HQs 'Library and Information Services Division' took over the designing of the software where involved in the designing process and, thus, improved the software. It can suit to all kind of libraries.

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

4.2.2

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

Response:

Institution can u se online platform like E- Granthalaya. Library provides resource of class teaching. Institution has access to the following:

1. **e- journals**

2. **e-ShodSindhu**

3. **e-Shodganga Membership**

An e-library or digital library is a collection of digital resources that are accessible to users via the internet. These resources can include books, articles, journals, research papers, multimedia materials, and other types of content. The purpose of an e-library is to provide users, including students looking for the best colleges, with easy and convenient access to a vast array of information from anywhere and at any time. E-libraries also provide benefits such as cost-effectiveness, space-saving, and the ability to search and retrieve information quickly and efficiently. They are particularly useful for students, researchers, and professionals who need access to up-to-date information and resources for their work.

Here are some of the key features of digital libraries:

Access To Digital Resources:

Digital libraries provide users with access to a wide range of digital resources such as e-books, audiobooks, videos, images, research papers, and academic journals.

Digital libraries provide users with powerful search tools that allow them to quickly and easily find the resources they need.

Digital libraries enable the preservation of cultural heritage and information by digitising and archiving rare or fragile materials for future generations.

Importance Of A Digital Library:

An e-library provides the reader with access to up-to-date information on various topics. With digital resources updated regularly, readers can stay informed with the latest research and developments in their field of interest.

Digital libraries play a crucial role in preserving resources and knowledge for future generations. By digitising rare or fragile materials, digital libraries ensure that these resources are available to researchers and students worldwide, thus contributing to the preservation of cultural heritage and intellectual property.

Digital libraries are easily accessible to users, as they can access resources remotely using their personal devices. This accessibility eliminates the need for users to visit physical libraries, saving them time and effort while ensuring that they have access to a vast array of digital resources from anywhere and at any time.

Digital libraries enable real-time interaction among users by facilitating collaboration, discussion, and sharing of resources. With the use of online forums, chat rooms, and other interactive tools, users can connect with each other, share ideas, and engage in meaningful discussions, thereby enhancing their learning experience.

Digital libraries provide users with quick access to resources, with powerful search tools that enable users to quickly and easily find the information they need. This quick access saves users time and effort, making it easier for them to conduct research or study efficiently.

Digital libraries are available to users 24/7, eliminating the need to worry about library opening hours. Users can access digital resources at any time and from any location, making it convenient for them to study, conduct research, or access information whenever they need it.

?

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Any other relevant information	[View Document](#)

4.2.3

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

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

Response: B. Any 3 of the above

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

4.2.4

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

Response: 41009.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
41271	36463	79215	17700	30400

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

4.2.5

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

Response: 3.58

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

Response: 120

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

Response: 98

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

Response: 99

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

Response: 87

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

Response: 79

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

4.2.6

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

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

Response: A. All of the above

File Description	Document
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Smt. Jawala Devi college of Education has well furnished computer Lab which includes adequate number of desktops maintaining student to computer ratio of 1:1 at a time. stduents are sent in labs on rotation wise. In addition to that, there are 02 HP DeskJet printers, 02 LCD projectors, Smart Room, own audio system etc. This infrastructure is complemented by computer networking devices, scanners and interactive teaching board etc. The college has a Photocopies/Scanner for various day to day

requirements. The institution provides access to desktop systems and laptops to both faculty and students which allows them to use computer aid for academic projects, practical sessions and for learning, power point presentations etc. The College has high configuration servers to allow fast transmission of data to the various computers. These servers are: Windows Based Active Directory, Library OPAC and Inflibnet. All the computers are supported by a 64 mpbs LAN and Wi-fi system. The college has Firewall for network security of the campus. The desktops are running on windows 7, windows 10. Antivirus is purchased by the college and updated regularly. A back up is taken for all the systems regularly, windows and anti-virus is updated on a regular basis. The College has employed a full time IT Manager and IT assistant as well for maintenance and support of the all above ICT infrastructure.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 1.72

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 50

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

Response: 50

File Description	Document
Receipt for connection indicating bandwidth	[View Document](#)
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	[View Document](#)
Link for additional information	[View Document](#)

4.3.4

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

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

Response: C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)
Link to videos of the e-content development facilities	[View Document](#)
Link for additional information	[View Document](#)
Link to the e-content developed by the faculty of the institution	[View Document](#)

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
30.90576	9.46602	17.47190	27.09274	14.58360

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

4.4.2

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

Response:

The institute has a systematic mechanism for maintenance of all the physical, academic and support facilities .They are maintained by external agencies on demand and the others are maintained by the skilled staff appointed by the management. The facilities are maintained as per the university/NCTE norms and different committees have been formed at Institutional level. Furniture, Black boards and glass boards if broken are changed urgently. The college has its own canteen which provides good quality food items. Library has a library committee to monitor the services provided including purchase of the reference books, text books, journals and periodicals, rare books, newspapers etc. It provides book bank facility. Fresh arrival of books displayed on the notice board. The IT Manager/Assistant updates the operating system, antivirus, software, hardware, power back-up etc. Online examination can be conducted as per need using ICT. We have spacious Gymnasium Hall for Indoor games and a play-ground with running track , Kho-Kho, Long Jump unit, Kabaddi, Volley-ball, Basketball court, Handball & Football ground. Students of the college have participated at Inter-college, University, State and National level. Multipurpose hall is well equipped with the audio-visual system and maintained on regular basis.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: A. All of the above

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

5.1.2

Available student support facilities in the institution are:

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

9. **Canteen**
10. **Toilets for girls**

Response: A. Any 8 or more of the above

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

Institution provides additional support to needy students in several ways such as:

1. Monetary help from external sources such as banks

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: A. Any 5 or more of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 56.37

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

2023-24	2022-23	2021-22	2020-21	2019-20
45	35	32	67	60

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

5.2.2

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

Response: 27.27

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

Response: 10

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

Response: 8

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

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

5.2.3

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

Response: 46.69

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

2023-24	2022-23	2021-22	2020-21	2019-20
37	34	12	35	30

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

5.3 Student Participation and Activities

5.3.1

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

Response:

The Student Council at Smt. Jawala Devi College of Education is essential to fostering student engagement and institutional governance. It actively participates in various committees, including the NSS Cell, Cultural Committee, and Eco-Club, promoting democratic values and empowering students with leadership skills and a sense of responsibility.

Through their involvement, students gain practical experience in governance, learning to voice their opinions and collaborate on initiatives that lead to meaningful changes within the institution and the wider community. The council's selection process is transparent and inclusive, with elections held at the beginning of each academic year, ensuring fair representation.

Leadership development is emphasized through weekly value-added sessions, which include value education assemblies that instill ethical principles and mentorship from faculty. These sessions help students navigate challenges and foster personal growth.

The NSS Executive Student Council organizes outreach programs such as cleanliness drives and tree plantation campaigns, which encourage community service and environmental awareness. These initiatives not only improve campus hygiene but also promote sustainability among students.

The Cultural Committee hosts various events, including talent hunts that allow students to showcase their skills in music, dance, and drama, fostering creativity and confidence. Similarly, the Science Club enhances students' understanding of scientific concepts through hands-on workshops and experiments.

The Parijat Eco-Club leads sustainability initiatives, raising awareness about environmental issues and promoting eco-friendly practices on campus. Workshops and seminars educate students on the importance of sustainability and encourage responsible behavior.

Additionally, the Legal Literacy and Electoral Literacy Clubs provide vital education about legal rights and the electoral process. They organize workshops and mock elections, helping students

understand civic engagement and their responsibilities as informed citizens.

A Grievance Redressal Cell is in place to address student concerns, ensuring a safe and supportive environment. This includes anti-ragging policies and safety protocols to combat harassment. Student representation in hostel committees allows for open communication about living conditions and quick resolution of issues.

In summary, the Student Council at Smt. Jawala Devi College of Education actively contributes to creating a conducive environment for student growth and participation. Its diverse involvement across committees enriches the educational experience, preparing students to become responsible and engaged citizens in a dynamic world.

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

5.3.2

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

Response: 27

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

2023-24	2022-23	2021-22	2020-21	2019-20
30	35	20	15	35

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)
Paste link for additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of Smt. Jawala Devi College of Education, registered under the Societies Registration Act, 1860, was established in [Year of Formation]. Over the last five years, the Association has significantly contributed to the college's development and the broader alumni network.

Meaning and Role of the Alumni Association:

The Alumni Association serves as a formal organization that maintains and strengthens connections between former students and the institution. Its mission includes fostering a supportive network, providing mutual benefits such as professional support, personal connections, and collaborative opportunities.

Key Functions and Contributions Over the Last Five Years:

1. **Strengthening Relationships: The Association has focused on building and maintaining strong connections among alumni and between alumni and college staff, both current and retired. This has created a supportive community that offers advice, mentorship, and networking opportunities.**

2. **Encouraging Active Participation: Members have been actively involved in supporting the Association's goals and advancing the college. This includes participation in various events and contributing to initiatives that benefit the institution.**

3. **Providing Financial Support: The Association has offered scholarships and financial assistance to deserving students, helping to alleviate financial barriers and promote academic success.**

4. **Developing a Professional Network:** Over the past five years, the Association has built a 'Brain Bank' of professionals among its members. This network provides valuable guidance and services, benefiting both the alumni and the broader community.

5. **Recognizing Achievements:** The Association has instituted and continued awarding shields, trophies, and medals to honor academic, sports, and cultural achievements of students and alumni. This recognition fosters pride and encourages excellence.

6. **Honoring Distinguished Alumni:** The Association has recognized distinguished alumni for their contributions to education and other fields, highlighting their achievements and impact.

7. **Publishing Updates:** The Association has regularly published newsletters, souvenirs, and magazines to keep members updated on recent developments, upcoming events, and other relevant news.

8. **Organizing Events:** Over the past five years, the Association has organized seminars, workshops, and conferences, facilitating interaction between alumni and current students and providing opportunities for professional development and networking.

9. **Facilitating Networking:** Networking events have been hosted to help alumni connect with each other and potential employers, leading to new opportunities and strengthened professional relationships.

10. **Supporting Community Initiatives:** The Association has supported and participated in various community service and outreach programs, encouraging alumni to engage in societal well-being.

11. **Enhancing College Resources:** Collaboration with the college has focused on improving infrastructure and resources, contributing to a better learning environment for students.

In summary, since its establishment in [Year of Formation], and especially over the last five years, the Alumni Association of Smt. Jawala Devi College of Education has played a crucial role in supporting the college's mission. Through fostering connections, providing support, and facilitating development opportunities, the Association has significantly contributed to the college's growth and the success of its students.

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

5.4.2

Alumni has an active role in the regular institutional functioning such as

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: A. Any 6 or more of the above

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

5.4.3

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

Response: 10

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	2	2	2

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)
Paste link for additional information	[View Document](#)

5.4.4

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

Response:

Introduction

The Alumni Association of Smt. Jawala Devi College of Education serves as a vital support system for the institution, playing an essential role in motivating students and recognizing their talents. This report outlines the association's functions and contributions to the college community.

1. Formation and Membership

The Alumni Association of Smt. Jawala Devi College of Education comprises graduates who are passionate about contributing to their alma mater. Membership is open to all alumni, allowing them to stay connected and engaged with current students and the college.

2. Governance Structure

The association operates through an executive committee elected by members during annual meetings. The committee is responsible for managing the association's activities and promoting its objectives:

- **President**: Guides the activities and ensures implementation of decisions.
- **Vice-President**: Assists the president and steps in when the president is unavailable.
- **General Secretary**: Manages correspondence and oversees communication within the association.
- **Treasurer**: Maintains financial records and prepares financial reports.

3. Annual Meetings

The Alumni Association holds annual meetings to foster interaction among members, providing an opportunity for alumni to share experiences and reconnect with the college community. These meetings help create a sense of belonging and encourage ongoing participation.

4. Support for Alumni

The college actively supports alumni in securing employment and pursuing higher education, both domestically and internationally. Alumni are provided with documentation, such as teaching proficiency certificates, to facilitate their professional development. Many graduates have successfully established careers in countries including Canada, Australia, and the United States.

5. Engagement in College Activities

Alumni are encouraged to participate in various college events, contributing significantly to the institution's development. Their involvement includes:

- Conducting guest lectures and workshops to share expertise and insights.
- Serving as judges and special guests at college events such as sports meets, annual prize distributions, and convocations.
- Participating in seminars and training programs to enhance the educational experience for current students.

6. Recognition and Talent Development

The Alumni Association plays a crucial role in recognizing and nurturing the special talents of students. Through various initiatives, including talent showcases and mentorship programs, alumni help identify and develop students' skills, motivating them to excel academically and personally.

Conclusion

The Alumni Association of Smt. Jawala Devi College of Education serves as a vital support system, fostering a vibrant community that motivates students and recognizes their talents. Through active engagement and collaboration, the association significantly contributes to the college's mission of nurturing future educators. The ongoing connection between alumni and the institution is essential for fostering growth and excellence.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Response:

To attain the stated vision and mission, the College has a well-defined organizational structure as shown in the diagram. It is broadly divided into two parts on the basis of functions normally operated by the College Management and staff. The richness of experience and wisdom of its past and present members are reflected through the quality of decisions that management has taken for the growth and development of this college from time to time.

Management of the college

Formulation of policies, strategies, and plans is normally done by the College Management. The Management is the governing body of the college.The sole purpose of the Management is providing quality education to the children in the rural background. This is a non-profit organization and comprises eminent social activists and administrators of the society as its members.

Lord DIljeet Singh Rana (OBE) is the founder Chairman of this Education City. Cordia Edu City has created the entire infrastructure of the college from its own resources and still continues to contribute funds to ward off any financial difficulty. Broad guidelines as laid down by the Society are implemented under the able guidance of the Principal. He is assisted by the Academic council and staff of the College.

Philanthropic commitment to quality education is visible from the fact that all faculty selections are purely merit-based and the college gets the best brains in the state for selection. The salary of the staff is assured to be disbursed every month. Superannuation benefits; gratuity and leave encashment of every employee are assured to the employees on the day of her/his retirement.The fee of the college is very reasonable. The missionary commitment to providing education at affordable prices is apparent from the fee structure.Fee structure is minimum as compared to the other educational institutes in the vicinity. Moreover, the college spends a handsome amount on freeships, scholarships,meritorious students and needy students, performers in cultural and co-academic activities.

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

6.1.2

Institution practices decentralization and participative management

Response:

Response:

Our college has divided all the important activities/functions into various groups which are allocated to the committees constituted for the specific purpose. Planning and Execution for this purpose illustrates this point in a more definitive way.

The Principal of the college has a dual role in our organizational structure. He plays an important role while framing policies, strategies, and plans. When it comes to the execution of the policies he heads all the committees and provides required inputs to keep the committees focused on the vision of the governing body. Two important offices of the college i.e. The Trustee House and Director (Campus) Office are assisting the Principal continuously throughout the session. The staff of the college assists the Principal in the management of the resources of the college.

A well-established system is in place for recording every receipt and payment as per the rules and regulations framed by the Punjabi University and Punjab Government. Every receipt is authorized by the Principal and checked by the Bursar. All types of payments are first of all sanctioned by the Principal and the Management. Once the expenditure is incurred, the Accounts Office verifies all the documents and is again checked by the Bursar and final payment is authorized by the Principal.

The Academic Council comprises Heads, Co-ordinators and the Principal. This body holds its meetings at the beginning of the session to formulate broad guidelines necessary for the execution of the vision as desired by the governing body of the college. The Academic Council contributes to the preparation of the Academic Calendar, reviews it in the meeting, and gives its final approval after elaborate discussions. During the session, members of the Academic Council discuss the performance of the students as provided by the Registrar Office. Even the planning of the Annual Prize Distribution Function/Convocation is done by the Academic Council. Whenever investment decisions such as the construction of new buildings/renovations or purchase of furniture and equipment are taken, the Academic Council plays an advisory role in taking correct and timely

decisions. At the end of the session, this council reviews the performance finds out the deficiencies, and suggests the corrective measures which are duly taken care of while planning for the next session.

Internal Quality Assurance Cell (IQAC) is an important organ of the planning and execution structure. This Cell formulates policies and plans for both academic and infrastructural development decisions. Issues related to new courses to be introduced, augmentation of infrastructure, faculty development programs are discussed by the members of this cell before the submission of their recommendations to the Academic Council.

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

6.1.3

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

Response:

Response:

Smt. Jawala Devi College of EducationThe Institute adheres to transparent practices in its financial, academic, administrative and auxiliary functions. The institution is affiliated to Punjabi University, Patiala, recognized by NCTE, UGC and DPI colleges; hence it abides by the terms and conditions of its governing bodies. Transparency in Academic Functions Admission process in B.Ed. is centralized by the Punjab Govt. The merit lists are generated on the basis of marks in entrance and other relevant criteria decided by the Universities. The college academic calendar is displayed in the prospectus and on the college website. All the important notices are regularly posted on the college website. The college has a fully functional Learning Management System (LMS-Moodle) for the efficacy of the Teaching Learning Process. The students are given full freedom in choosing subjects/areas of interest. The examination procedure is also very student supportive and unbiased. House examination policy is displayed on the website and its provisions are adhered to in the right spirit. The internal assessment is prepared on the basis of a wide spectrum of criteria and monitored by the internal assessment committee to ensure all students are awarded fairly. The awards are shared on the notice board before final submission to the University. The academic audit is done by a committee comprising internal and external members who annually review academic conduct of the institution. Transparency in Administrative Functions The administrative structure is very transparent, participatory, and efficient. The vacant posts are advertised in leading newspapers and the recruitments are done strictly as per the norms and standards set by NCTE, DPI, PU, Patiala. and UGC. The CAS promotions are also

done as per UGC and PU, Patiala. regulations. The institution has its own in-house ERP to ensure better control and supervision. All the admissions, Fee Management, Student Profile, Staff Profile, Examinations, Hostel Management, Library Management, Transport Management, Activities, Time-Table, Human Resource Management etc. modules are available on it. Financial Transparency Financial transparent practices are the hallmark of our Institute. There is a well constituted purchase committee and a Bursar is also appointed to assist the Principal and accounts department in efficient management of financial resources. The faculty has the autonomy to place their requests for new purchases for their respective departments which are scrutinized by the purchase committee, which further invites quotations from different vendors. After discussions and approvals from the Principal and the Bursar the orders are purchased from the lowest bidders. Internal and external audit and Annual Budget meetings ensure fair transparency and integrity in maintaining finances. The monthly salary of teaching and non-teaching staff is directly credited in the respective bank account of the employee. All other non-salary expenditures, capital, and recurring expenditure are made through RTGS/ NEFT or by cheque. The employers/school heads and local community are constantly consulted through the active feedback mechanism, meetings and their representation in the college IQAC. Thus, all the stakeholders serve in an environment of academic freedom, mutual support and cooperation, to accomplish the vision and mission of the institution through decentralized and participatory governance.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

Response:

The institution has been marching on its mission of providing quality teacher education by preparing teachers to compete with global standards and equipped with technological skills, ready to meet any exigencies of human development. Envisioning a society based on ethics and excellence, the institution indulges in strategic planning on contemporaneous matters and ensures the effective deployment of these plans. One of the activities strategically planned and implemented: To shift over from a physical traditional classroom to a virtual e-learning classroom and then to a blended mode. The world experienced one of the worst Pandemics of the century-COVID -19, which posed a challenge in front of the institution. A strategic plan was chalked out to convert the physical

traditional classroom to a virtual e-learning classroom. It was also planned that once normal conditions are resumed, the institution will continue to transact the curriculum in a blended mode. A Faculty Development Programme was organized to train the staff about the functioning and features of the LMS. All the faculty members were given the LMS ids and passwords to manage all learning activities like sharing content, giving assignments etc. on the LMS A Zoom subscription was purchased to ensure a reliable cloud platform for taking online classes. Nearly all the classrooms and laboratories have been ICT enabled. Thus the college was able to successfully deal with the pandemic crisis and provide uncompromised quality education during this period as well. After the end of the crisis as per the strategic plans the college went into a blended mode whereby the face to face offline classes and all the curricular and extracurricular activities were resumed in the campus. The college also continues to manage teaching learning through, the e-lessons, econtent are shared through it. The teachers have permanently integrated ICT in their normal classrooms. The students are still encouraged to use the virtual classroom through a zoom platform for selected activities/extension lectures. Hence a perfect blend of traditional learning and e-learning in the form of Flipped and Blended learning is being continued in the campus.

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

6.2.2

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

Response:

Response:

The administrative structure as shown diagrammatically (in criteria 6.1) is very transparent, participatory, and efficient. All the policies are framed keeping in view the norms laid down by UGC/ DPI Punjab Govt, and Punjabi University, Patiala.

Institutional Governance Model:

Pdf given here divides the entire exercise of monitoring, evaluation, formulation, and execution of plans, policies, and strategies. This process is broadly divided into four parts:

1.Brain Storming Exercise involves understanding the past, present, and future trends. This prepares the management for the next step.

2.Getting Ready to Go involves the formulation of policies and plans where the future course of action is provided, both in quantitative and qualitative terms. Management prepares plans for immediate concerns as well as long term plans keeping in view the vision of the founding fathers.

3.Tasting the Truth means actual execution of plans and policies or encountering the ground Realities.

4.Input Generation based on the feedback, evaluation, and analysis of the past performance. This becomes a basis for the Brainstorming Exercise.

Brainstorming Exercise is primarily done at the Principal's level who is assisted by the IQAC and

Academic Council of the college.

All important decisions for the regular administration of the college are taken in the meetings held under the Chairmanship of the Principal and all the members contribute to the best of their ability. Once this process is completed, the proposals and plans are submitted to the governing body for their approval. On the basis of a review of the proposals, the management gives directions and guidance to the Principal for the actual implementation.

Implementation of proposals is shown through the Execution Structure. As already stated, the Principal has a dual role in the preparation of proposals and plans as well as their execution. Our college has teachers-in-charge of various activities including College Magazine, NSS, NCC, , co-curricular activities, sports, admission-cell, placement and counseling, and Infrastructure Maintenance. Nodal Officers for anti-ragging, women grievance redressal, SC/BC/Minorities Scholarships, SVEEP, plays a vital role in the implementation of Govt. Schemes.

It is evident from the facts that the posts are sanctioned by the management. Some posts have been sanctioned permanently along with the sanction of additional posts on the annual contract basis as per the need. All the appointments are done purely on the basis of merit as per the qualification norms of UGC and Punjabi University,Patiala.

The employees are governed by the service rules of the University calendar/ UGC/ State Govt civil service rules. The career advancement of the employees is ensured in a time-bound manner. All promotions due till date, have been done / under process. The salary of the employees is disbursed regularly before every month.

Purchasing of equipment, civil work, and other infrastructure development is done through a well-defined and transparent set of procedures. . This is evident from the infrastructure augmentation during the last five years.

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

6.2.3

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

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

Response: B. Any 5 of the above

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

6.2.4

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

Response:

Democratic decentralization practiced in the college functioning helps in effective planning and decision making at various levels in the institution. The college functions through various cells, committees etc which meet regularly and plan strategically for smooth functioning of college activities. Thus decision making is done at the lower levels of hierarchy according to need for sensitization in different spheres of

operation. Routine and need based agendas are taken up in regular meetings of various committees with the Principal. The college administration is highly sensitive and responsive towards the demands put forth by changes at local and global levels. For impinging needs, discussion is carried out taking into consideration the interest of all stakeholders. Proper strategy is chalked out; minutes of meetings are duly noted and formulated into plans which are implemented in the right spirit. As has been discussed earlier, a major transformation was brought about in the wake of the global pandemic.

The traditional classroom was strategically converted into a sophisticated virtual classroom. Meeting of examination committee: Shifting the evaluation system online In the meetings of the examination committee with the Principal and faculty members it was decided that with the teaching-learning shifting to virtual mode the evaluation system had also to be shifted to the online mode which required a complete training of the faculty and students in the use of the online tools available for evaluation

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Response:

Apart from regular payment of salary, the college has a well-established and transparent system of maintaining contributory provident fund records of all regular teaching and non- teaching staff.

Other welfare activities managed by the college are:

1.Winter and Summer Uniforms are provided to the class IV non-teaching staff.

3.Fee concession for the wards of staff members is allowed by the college.

4.Promotion for non-teaching staff wherever possible is made.

5.College provides accommodation for Staff.

The temporary staff gets a respectable salary from the college and increments commensurate with their performances are also given regularly. Temporary staff are relieved at the end of the session for a very short duration and are assured of re-induction, keeping their past performance in view, in the new session.

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

6.3.2

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

Response: 19.05

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	0	1	0	2

File Description	Document
Institutional Policy document on providing financial support to teachers	[View Document](#)
Income Expenditure statement highlighting the financial support to teachers	[View Document](#)
E-copy of letter/s indicating financial assistance to teachers	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of participation for the claim	[View Document](#)
Certificate of membership	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3.3

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

Response: 20

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	2	0	7	3

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

6.3.4

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
06	06	10	10	10

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

6.3.5

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

Response:

Smt. Jawala Devi College of Education gives an atmosphere of working independently and provides a niche to boost creative expression and innovativeness. The employees are given numerous opportunities for professional upgradation and upheaving their work efficiency. The efforts of the staff in this regard are assessed by the institution by a periodic method of evaluating and documenting job performance of the staff members in relation to the objectives and goals of the institution. Based on daily conduct and discharge of duties, informal and verbal feedback on performance of employees is shared throughout the session. Formal appraisal is done on an annual basis, the performance appraisal for teaching staff is done through the self-appraisal proforma filled by each faculty member at the end of the academic session. The self appraisal proforma is very comprehensive in nature and has two versions-one developed at the institutional level and other is according to the format given by DPI colleges, Punjab. The proforma asks for details on courses taught along with information on innovative methods of teaching employed, tools of evaluation developed and used, courses developed, e-content developed, publication work, participation in seminars/conferences/workshops, research activities, extension activities, co-curricular, moral activities and the like. It also gives an account of results of the students in the taught subjects. In addition to this there is a provision of collecting student's feedback through specially designed proformas filled by students at the end of each academic session. The proformas

have items specially to collect feedback about teaching learning process carried out by teachers, their communication skills, mentoring provided by them, methods of teaching employed and use of ICT. Students also grade their teachers on various parameters like knowledge, commitment, creativity, democratic attitude etc. The review committee headed by the Principal analyzes these proformas and the Principal gives his remarks based on the analysis and observation of the conduct of the employee. The feedback collected is used in a constructive and a non-threatening manner, upholding the dignity of the employees, only to suggest improvement in the employee's work efficiency and gauge the incremental changes in different professional domains. The performance appraisal is aimed at determining opportunities for improvement, reducing attrition rate, and boosting the work culture and productivity of the institution thus helping in : Setting goals Providing feedback Allowing employee self-development Gathering information to aid in policy and decision making Motivating employees to improve productivity Developing training programs and development initiatives Similarly for the non-teaching staff a separate proforma is available which is filled annually and assesses parameters like work quality, work ethics, discipline etc. Annual increments are given to teaching and non teaching staff on the basis of appraisal reports.The performance appraisals are documented and filed in the ACRs of the employees.The performance appraisals are documented and filed in the ACRs of the employees.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Response:

Auditing is an exercise to ensure that all procedures designed for making the payments are duly followed keeping in view the guidelines issued by the concerned competent authorities. Both internal and external audits are done on a regular basis. The external audit is carried out by the representatives of (1) Auditor General, Punjab, and (2) Finance Dept. Punjab. This audit is done periodically and auditors' reports containing various objections are maintained by the College.

The Accountant General (Punjab) also sends a copy of the Audit Report to DPI (Colleges), Punjab. The team of Auditors from the office of AG Punjab has audited our books for the financial year 2015-16 to 2018-19 and no serious irregularity has been recorded in the report. We take steps to comply with the rules to ensure that no deficiency is reported in the next audit. Internal audit is done by a qualified Chartered Accountant duly appointed by the College for this purpose.

All payments through cheque or cash, for capital or revenue expenditure, are duly entered into the cash- book by the Accountant and these are countersigned by the Bursar and the Principal. The comparison of the cash-book with the Bills is an in-built check to avoid any unauthorized payment. The internal auditor audits the account books and prepares the audited reports. Auditor also helps in the management of payment of tax deducted at source (TDS)

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.4.2

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

Response: 20.17

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.08	00	0.675	48.42868	51.66415

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.4.3

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

Response:

Response:

The institute has a well-defined mechanism to monitor the effective and efficient use of available financial resources. Financial Management is broadly divided into two parts:

1. Management and Generation of Resources: There are Contribution by the managing committee fund to cover the deficit as well as other needs of the college.

2. Second source of funding is the fee and funds collected from the students as per the guidelines issued by Punjabi University, Patiala, and Punjab Government in this regard.

Management of Expenditure:

This segment is also divided into two parts:

1. Capital Expenditure: Capital Expenditure involves the acquisition and/or expansion of assets.

Proposals for capital expenditure are prepared by the Principal, in consultation with the college management. These proposals are evaluated and approved by the management. College constitutes committees for the execution of a specific proposal which analyzes the tenders or quotations, prepares the comparative statement, and recommends the most suitable alternative. The College Principal, on the basis of the recommendation of the committee, places an order.

The sanction for the payment of the bill is given by the incharge and the Principal on prescribed proforma which is duly supported by bills and vouchers along with forwarding memo and signed by the committee members. All these documents are checked and verified by the Accounts office. Checking and verification are done by the Director also and the final payment is approved by the Principal. All payments through cheque/NEFT are duly authorized by the Management and the Principal.

2. Revenue Expenditure: This head comprises expenditure related to salary, repair and maintenance of infrastructure, payment of electricity bills, telephone bills, and other routine expenditures. Stock registers are maintained to record receipt of various assets as well as consumables. No payment is allowed unless the bill is duly entered into the stock register. Assets Supervisor makes physical verification of all the materials received and ensures that receipts are recorded in the stock register.

All payments through cheque or cash, for capital or revenue expenditure, are duly entered into the cashbook by the Accountant and these are countersigned by the Director and the Principal. The comparison of the cashbook with the Bills is an in-built check to avoid any unauthorized payment.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell of the college is continuously working on the quality improvement in various areas of academic as well as administrative. The most significant duty carried out by the IQAC by coordinating with NAAC – National assessment and accreditation council throughout the last five year in terms of sending AQARs regularly and also coordinating with the college authorities for maintaining the standards as per the requirements of NAAC including all infrastructure and teaching learning practices. For smooth functioning, Academic Calendar is prepared every year in advance and uploaded on the institutional website. IQAC contributes significantly in making various quality improvement strategies in the areas like curriculum planning & development, teaching, learning and

evaluation, educational research& development with special focus on various professional development programs for both staff and student. Wide ranges of webinars were conducted even during covid-19. During the last five year, IQAC organized Seminars, workshops and various sessions to deliberate on important issues which foster the professional development of the staff. Various awareness programmes are also organized by the IQAC on social issues such as training program on Human Rights etc. An Institutional Online Research Journal was published titled 'CMRJ' with the contributions from the faculty members. Value-added courses and sessions have been introduced and organized to extend students' horizons and provide them the required skills and abilities. Various Add-on Courses are introduced in the campus under ODL system including certificate in guidance, post graduate diploma in school leadership and management, Post graduate diploma in education technology, certificate program in value education etc. IQAC has special focus on e-governance as well. For this purpose, IQAC ensures that all computers of the college are connected through LAN, official e-mail ids were already created for all staff and students. Apart from this, online messages and short messaging services are also used to inform and notify the students about various academic and non-academic activities and also for administrative purposes. Feedback is also taken from the students and other stakeholders. Examinations are conducted as per the guidelines provided by affiliating university. An important accomplishment was the IQAC's excellent coordination of the NAAC Peer Team's visit during last cycle in the year 2016 which resulted in the college receiving a "B++" Grade with CGPA of 2.84, which was nearest to 'A' grade. This achievement demonstrates that the institution is continuously working for its improvement and upgrading its academic and other facilities as per the guidelines of various regulatory bodies. Additionally, the IQAC is essential in ensuring that academic and extracurricular programmes are well coordinated, producing the quality teachers for the society. Collectively, all these efforts demonstrate the dedication of an IQAC for creating an environment that fosters the intellectual and personal growth of all the staff , students and other stakeholders.

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

6.5.2

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

Response:

Smt Jawala Devi College of Education has a functional IQAC, and its composition has been made as per norms. Apart from senior staff members of the college, the composition of IQAC also includes members from management, employer nominee, administrative Staff, two external experts, student representatives, alumni etc. Various cells and committees have been made by IQAC for execution of various activities planned. Feedback is taken regularly from all stakeholders and also an appropriate action is taken on the

basis of feedback collected. There is a provision of remedial teaching and enrichment class for needy students by using ICT. IQAC also organizes orientation program for newly appointed teachers and newly admitted students as well. IQAC also motivates the teachers for successful implementation of lesson plan andunit plan by ensuring its learning outcomes. There is a provision of sending daily report by the teacher on teaching learning process and other activities. At the end of the year, each and every faculty members is expected to fill API performa as per the standard of UGC, for ensuring objective evaluation of outcome. Thus, the overall performance of faculty as well as an institution is reviwed by the concerned authorities, cells or committees. IQAC meets quarterly or as and when reuired , to review the teaching learning process and the activities of various clubs and committees. Weekly meetings are also organized to review day to day functiniong of the college.

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

6.5.3

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

Response: 15.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
22	15	22	07	11

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

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	[View Document](#)
e-Copies of the accreditations and certifications	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Any additional information	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)
Link to Annual Quality Assurance Reports (AQAR) of IQAC	[View Document](#)

6.5.5

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

Response:

The College keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives. After first & second cycle of accreditation, the institution improved its functioning through IQAC. The composition of IQAC is revised time to time. Linkage and collaboration was strengthened. More MOUs were signed with various national and International Organizations. Publication division has been strengthened. An Institution runs its own research journal which is multidisciplinary in nature, IQAC of an Institution released four edition of edited books/proceedings, got five grants from various funding agencies for organizing seminars and

training prog., Received Grant thrice in an alternative years from Indian Council of Social Sciences Research (ICSSR) and twice from National Human Rights Commission, Govt. of India, New Delhi, organized various International/National seminar/webinars. IQAC of the college is continuously working keeping all the standards and guidelines issued by state Govt./ Affiliating University/ NCTE/ NAAC time to time and also sending AQAR to NAAC every year. NEedPro Mobile Teaching Kitchen Project in collaboration with University of Cambridge was completed successfully. Under Infrastructure, Smt. Jawala Devi College of Education has updated its ICT tools. Computer systems are upgraded, Smart LED panels are installed. Library has been updated with INFLIBNET, automation is in process, book Bank facility is also enhanced. Outreach activities are upgraded with more social interactions. Placement opportunities have been streamlined. Value added courses/Add-on courses have been introduced in the campus through ODL mode. At Campus level, IQAC of the college coordinated and conducted six weeks prog on 'Developing Skills & Expertise'. Under Green campus initiatives, Roof-top solar panels have been installed, and the **institute adjudged for second prize in state level energy conservation competition by PEDA, Govt. of Punjab.** The Institute is also a winner of District Green Champion Award. The collaboration has been made with concentric India Pvt. Ltd. which focuses on quality improvement in academics and administrative matters [through CSR]. The concentrix has improved the infrastructure as well as academics, such as virtual session for developing personality of students and teachers in Academics; latest computers; latest LED panel has been installed in the department for making teaching-learning more effective. Under Infrastructure, Smt. Jawala Devi College of Education has updated latest its ICT tools. Computer sysytems are upgraded, smart LED panels are installed. Outreach activities are upgraded with more and more social interactions. Placement opportunities have been streamlined. Value added courses/Add-on courses have been introduced in the campus through ODL mode.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The college has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirement. In order to ensure the effective utilization and conservation of energy resources, the college has adopted the following two strategies :

(A) Using Energy Effectively: The college has made the Energy conservation Policy to reduce the wastage of energy. As per the policy, all stakeholders have to ensure that the Lights or Appliances are 'Switched-off', when not in use and even after working hours. Apart from this, 'Energy Star label Appliances', should be preferred. All The students, teaching and non-teaching staff are instructed informally from time to time to switch off all electronic gadgets and lights when not in use. The college chowkidar takes up the responsibility of switching off any bulb, fan, and computers at the end of every day's classroom transaction and office hours.Sensitization programs are conducted to encourage energy-saving practices among staff and students.

(B) Adapting Alternative Sources of Energy -Solar Energy. The solar energy system was installed on the rooftop of the campus buildings in 2018 in association with Punjab Energy Development Agency (PEDA), Government of Punjab. Cordia Group of Institutes Second Prize Winner in the State Level Energy Conservation Award Competition for taking extra efforts for Efficient Utilization, Management and Conservation of Energy during years 2018-19 & 2019-20 .

The total consumption of electricity has reduced as compared to previous years. Thus, for taking extra efforts for efficient utilization, management and conservation of energy, Smt. Jawala Devi College of Education (Cordia Group of Institutes, Sanghol) has been adjudged for the Second Prize under the category of educational Institutions in the state level energy conservation award competition vide letter no. 2626 dated 05/05/2021 issued by Government of Punjab. The institution is practicing energy saving strategies effectively and on regular bases

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

7.1.2

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

Response:

The college has a stated policy and procedure for implementation of waste management. The college realizes sustainable and holistic waste management essential and provides a safe and healthy work environment for teaching and non-teaching employees, students, and visitors. The waste management policy was effectively disseminated to all stakeholders through various channels, including internal communications, training sessions and display on the website . A system for segregating waste into different categories is implemented .Partnership with the external solid waste management specialized is established with recycling facilities, and recycling bins were strategically placed throughout the Institutions Education and awareness campaigns were conducted to promote recycling among stakeholders. Vermi compost pit is provided to encourage the composting of organic waste. Waste Reduction Initiatives and Efforts are made to promote waste reduction through initiatives such as reusable product campaigns, energy-efficient practices, and process optimization. Community involvement was fostered through various activities and partnerships with local organizations.

College ensures that all the campus wastes are disposed off by using proper waste segregation mechanisms such as biodegradable (wet waste) which includes Fruits, Vegetables, etc,and Non -Biodegradable (Dry Waste) including paper ,plastic , aluminum Foil etc. Thus, the college has placed the dustbins of different colors to segregate the waste. Dry leaves are avoided to be burnt. The use of pesticides has been minimized. Used sanitary waste are wrapped securely and placed in the bin meant for dry waste. The college has a specific procedure for the proper management and disposal of liquid waste as well. The wet waste from all the buildings on the campus are collected through sewage pipes to the Sewage Treatment Plant located at the college campus. The treatment plant filters the wastewater and the treated water is used to irrigate the vegetable crops cultivated on the campus. The vegetables grown are consumed well by the residential faculty members and also in the college mess/hostel.

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

7.1.3

Institution waste management practices include

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

Response: A. Any 4 or more of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: A. All of the above

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

7.1.5

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

Response:

The institution has pledged towards the upkeep of sanitation, green cover, and providing a pollution free healthy environment in college as well as its surroundings . Apart from the daily cleanliness routine, a cleanliness drive is organized in college where students and teachers participate to clean their surroundings . The college has a strict policy to reduce wastage by using proper segregation methods and by disposing the waste responsibly. Routine cleaning schedules for classrooms, common areas, restrooms, and offices help ensure cleanliness. Adequate dustbins and waste disposal systems (including segregating waste into recyclable and non-recyclable categories) contribute to better sanitation. The college promotes sanitation by encouraging adaptation of hygienic habits and also by disposing sanitary waste by wrapping it properly.Maintaining clean and sufficient restroom facilities, installing hand-washing stations, and ensuring access to safe drinking water are essential for ensuring hygiene.

The College has taken initiatives such as Plantation Drive, Poster making activities on Green Day ,World Environment Day ,proper disposal of sanitation waste to promote the green environment. Institutions often run cleanliness drives, workshops, and campaigns on maintaining personal and community hygiene. This may include student involvement through cleanliness drives or programs like "Swachh Bharat Abhiyan" in India.The campus has green landscaping with trees and plants. In order to promote the pollution free healthy environment the college has no vehicle policy inside the campus . All the vehicles are parked in the parking areas and pedestrian friendly pathways are present in the campus.

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

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Snap shots and documents related to exclusive software packages used for paperless office	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)
Link for additional information	[View Document](#)

7.1.7

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

Response: 1.29

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

2023-24	2022-23	2021-22	2020-21	2019-20
0.07828	0.22865	0.03364	0.7395	0.20538

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

7.1.8

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

Response:

Smt. Jawala Devi College of Education often aims to harness the local environment, local knowledge, and community resources to support sustainable growth and address local challenges. Leveraging Local Environment and Resources institutions rely on locally available resources like water, soil, and plant varieties to support sustainable practices. Also the college promotes Eco-Friendly infrastructure and uses renewable resources like solar energy that are abundant in the local environment. Since the institution is located in a region with abundant rainfall, the college employs rainwater harvesting systems to conserve water and reduce our dependence on municipal supplies. For Integrating Locational Knowledge and Expertise the college adapts Traditional Knowledge Systems by recognizing and incorporating indigenous or traditional knowledge such as medicinal plant or artisan crafts to promote culturally relevant education and research. To promote the local history and culture in education, local historical events, cultural practices are adapted and the college fosters pride among students It also strengthens connections between the institution and the community. Collaboration with Local Communities includes engagement with local communities through outreach programs that promote education, healthcare, or environmental sustainability. It includes literacy campaigns, health camps, or training for community members. Partnering with local leaders and organizations to address community challenges, such as environmental degradation, ensures that solutions are practical and well-suited to the local context.Institution involves community members in research initiatives that benefit both the institution and the local population. For example, Need for Nutrition education and

development (Nned Project) work with villagers to trial the new template menus and explore the health benefits.Institution also promotes and preserves local traditions by providing economic opportunities for the community. The institution provides health awareness campaigns and encourages Environmental Sustainability.local Employment Opportunities: Institutions often provide employment opportunities for local residents, hiring them for campus maintenance, security, teaching, or administrative positions. College also collaborates with local vendors for supplies and services, boosting the local economy. For knowledge sharing and networking, the college organizes seminars and workshops on topics related to local challenges with the community and collaborates with experts to develop practical solutions. Collaborations with Local Organizations to align the work with community goals and needs. By adopting eco-friendly campus designs, waste management programs, and energy-efficient practices, institutions set an example for the community in promoting sustainable living. By integrating local knowledge, resources, and practices into operations, our institution contributes meaningfully to both growth and the well-being of the surrounding community, fostering a mutually beneficial relationship.

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

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE -I Remedial and Enrichment Classes

Objectives

- **Categorizing the underperformed students during the Mid Semester Test.**

- **Defining and Delimiting the reason behind the low performance of the students into academic and non-academic issues.**

- **Categorizing the average and above-average performing students during the Mid Semester Test in various subjects.**

- **Scheduling the enrichment classes for the students w.r.t each subject.**

Context:

Mid-semester Tests are the reflecting mirrors for the students as well as for the subject teachers. After the Mid Semester Test, the subject teacher clearly envisions the students in terms of the level of Achievement and is able to segregate the students into underachievers and Potential achievers. Further, the students could be helped by arranging the remedial and Enrichment classes in preparing for the Final examination as per their level of Achievement and their needs. Individual

attention helps them to improve, revise and relearn the concepts already taught in the class.

Evidence of Success:

- The passing percentage of the students in the Final examination by the university was significantly increased as compared to the Mid Semester test.

- Increase in the confidence and motivation level of the students.

Obstacles: The unwillingness of students to attend the classes regularly.

- The disinterest of the teachers to bear the extra load and burden to plan for remedial and enrichment classes.

However, once they started and noticed the benefit of the classes everything fell into place.

Resources Required :Database of the students

- Motivated Teaching members

- Reference books and study material apart from Books for Enrichment Classes

- BEST PRACTICE -II Blended Learning

- Objectives :

- 1. To increase the student engagement by integrating interactive online resources and activities with traditional classroom instruction.

  2. To provide personalized learning paths for students. By combining online and face-to-face instruction .

  Context:

  Blended learning is an educational approach that combines traditional face-to-face classroom instruction with online learning experiences. This model allows for a more flexible and personalized learning environment, where students can benefit from the best of both worlds. In a blended learning setting, educators use digital tools and resources to supplement in-person teaching, providing students with access to a wider range of materials and interactive activities.

  Evidence of Success

- Blended learning models improved retention rates in students

- **Blended learning promotes the development of critical 21st-century skills, such as digital literacy, collaboration, and self-directed learning.**

- **Obstacles faced:**

- **Majority of students belong to the rural area therefore slow internet /network issues are faced by them.**

- **7. Resources Required :**

- **IT resources to assist with technical issues related to online platforms and tools.**

- **Physical spaces that can accommodate both in-person and online learning, including access to technology and resources for collaborative work.**

-

- **The students with poor socio economic status do not have adequate devices.**

-

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Smt. Jawala Devi College of Education, a prominent institution in the field of education, has consistently demonstrated a strong commitment to Community Engagement and Development.

Vision and Mission

- **Vision Statement**

The institution's vision typically emphasizes the importance of community collaboration, social responsibility, and sustainable development. This vision guides all engagement efforts, ensuring they are aligned with long-term goals.

- **Mission Focus**

The mission often includes objectives related to enhancing community well-being, fostering inclusivity, and addressing local challenges. This focus shapes the strategic priorities of the institution.

Priorities in Community Engagement

The priorities of a college shape its focus and allocation of resources. In the context of community engagement, priorities can include:

- **Academic integration:** Incorporating community engagement into the curriculum to enhance student learning.

- **Capacity Building:** The institution emphasizes capacity-building initiatives, offering workshops, training, and resources to empower community members. This focus on education strengthens local skills and knowledge.

- **Partnerships:** Building strong relationships with community organizations and stakeholders.Establishing strong partnerships with local organizations, government agencies, and community leaders is a key priority. Collaborative efforts enhance resource mobilization and create a more significant impact.

- **Regular Assessment and Services :** priority is conducting regular assessments to understand community needs and interests. This ensures that engagement efforts are relevant and responsive, allowing the institution to prioritize initiatives that address pressing local issues.

Thrust Areas in Engagement

- **Social Equity and Inclusion:** Engagement strategies prioritize marginalized and

underrepresented groups to ensure that all community voices are heard. This commitment to inclusivity aligns with the institution's vision of social justice.

- **Sustainable Development:** Community engagement efforts are often directed toward sustainability initiatives, such as environmental conservation and economic development. This thrust aligns with global sustainability goals

- **Health and Well-being:**Addressing health disparities through community health programs and wellness initiatives is a critical thrust area. The institution works to improve access to healthcare resources and promote healthy lifestyles.

- **Tailored Programs:**The institution's distinctiveness lies in its ability to tailor programs to meet specific community needs. This flexibility allows for innovative solutions that resonate with local populations.

- **Use of Technology:**Leveraging technology for outreach and engagement distinguishes the institution from others. Online platforms facilitate communication, feedback, and participation, particularly among younger demographics.

Outcomes and Impact

- **Enhanced Community Trust:**Through consistent engagement and transparent communication, the institution has built trust within the community, leading to increased participation in initiatives.

- **Empowerment of Residents:**Community members report feeling more empowered and capable of influencing local decisions, resulting from the institution's capacity-building efforts.

- **Improved Quality of Life :**Engagement initiatives have led to tangible improvements in community well-being, including better access to services, improved health outcomes, and enhanced economic opportunities.

- **Sustainable Partnerships:**The institution has successfully developed long-term partnerships with local organizations, leading to collaborative projects that address complex community challenges.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

5. CONCLUSION

Additional Information :

Smt. Jawala Devi College of Education is committed to providing a holistic educational experience that goes beyond traditional classroom learning. The institution focuses on several key areas that enhance the overall development of its students.

Accreditations and Affiliations: The college is recognized by relevant educational authorities, ensuring that its programs meet established standards of quality and excellence. This affiliation provides students with degrees that are valued in the job market.

Diverse Course Offerings: In addition to core teacher education programs, the college offers specialized courses that cover various aspects of education, including inclusive education, child psychology, and educational leadership. This diversity equips students with a well-rounded perspective on the teaching profession.

Cultural and Extracurricular Activities: The college actively promotes cultural events, sports, and extracurricular activities that foster teamwork, creativity, and leadership skills. These activities provide students with opportunities to showcase their talents and build lasting friendships.

Support Services: Comprehensive support services are available, including academic counseling, career guidance, and mental health resources. These services are designed to help students navigate their educational journeys and personal challenges effectively.

Alumni Network: A strong alumni network contributes to the college's community by providing mentorship and networking opportunities for current students. Alumni frequently engage in workshops and talks, sharing their experiences and insights from their careers.

Sustainability Initiatives: The college is committed to promoting sustainability and environmental awareness. Initiatives such as waste reduction programs and eco-friendly practices are integrated into campus life, encouraging students to be responsible global citizens.

Research and Innovation: Continuous investment in research and innovation is prioritized, encouraging both faculty and students to explore new ideas that can enhance teaching and learning. This focus not only enriches the academic environment but also contributes to the broader educational community.

Through these additional initiatives, Smt. Jawala Devi College of Education strives to create a dynamic and inclusive learning environment that empowers students to excel as educators and leaders in their communities. The college's commitment to quality education and community engagement ensures that graduates are well-prepared to meet the challenges of the modern educational landscape.

Concluding Remarks :

Smt. Jawala Devi College of Education stands as a beacon of excellence in teacher education, deeply committed to shaping the next generation of educators who are not only skilled but also compassionate and

socially responsible. The college's focus on integrating theoretical knowledge with practical experience ensures that graduates are well-prepared to meet the diverse challenges of modern classrooms.

By prioritizing community engagement and access to quality education, the institution actively contributes to uplifting societal standards, particularly in rural areas. This mission aligns with a vision of empowering individuals and fostering a culture of lifelong learning, ultimately driving positive change within society.

As students embark on their educational journeys at Smt. Jawala Devi College of Education, they become part of a vibrant community dedicated to academic excellence and meaningful impact. The commitment to innovation, support, and collaboration ensures that every graduate leaves equipped to inspire and lead, making significant contributions to their communities.

For those seeking a transformative experience in teacher education, Smt. Jawala Devi College of Education offers a pathway filled with opportunities for growth, empowerment, and social contribution. Join this legacy and play a vital role in shaping the future of education. Explore more at https://www.jawaladevicollege.org