



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**BHAGWATI SHIKSHAK PRASHIKSHAN
MAHAVIDYALAYA**

**NASIYA COLONY, MIRZAPUR ROAD, GANGAPUR CITY, RAJASTHAN 322201
322201**

<https://bbvs.in>

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Bhagwati Mahila Shikshak Prashikshan Mahavidyalaya, Gangapurcity, District Gangapurcity was proposed, established and promoted by Bhagwati Bal Vidyalaya Samiti, registered under the Society Act 1958 in the year 2005-06.

The institution was promoted as first post graduate teacher educational college affiliated to University of Kota, Kota. With the pace of time the institution has been promoted to impart education up to research level. 1 student teacher has been awarded with Ph. D. degree by the affiliating University and 3 more student teachers are registered for the degree of Ph. D. under supervision of 2 faculty members, who are research guides approved by the affiliating university.

The institution is dedicated to excellence and innovations. The institution remains ahead in actively involving student teachers in organizing seminars, workshops, cultural programs, sports events etc so that a managerial and organizational capabilities may develop in them.

Presently the institution is running, D. El. Ed., B. Ed., integrated BA/ BSc. B. Ed., M. Ed. and research programs in the campus.

The institution has well establish language laboratory and ICT centre to enhance communication and computing power of student teachers.

Vision

The vision of the institution is well stated in the prospectus and is also displayed in the campus. Clearly mentioned vision of the institution is:

1. To inculcate values relevant to moral, social and national needs.
2. To encourage student teachers in dreaming and achieving their goal in their career.
3. To promote student teachers' own decision making power.
4. To make student teachers aware of commitments and responsibilities towards the society.
5. To make the student teachers academically strong and versatile.
6. To create target oriented aptitude in the student teachers.
7. To inculcate gender equity among the student teachers.

Mission

1. To establish an educational institution of excellence to produce student teachers who are globally competent.
2. To impart quality and value based education so as to produce disciplined citizens devoted to the society and the nation.
3. To produce trained student teachers having moral and ethical values capable of grooming future

generation.

4. To produce student teachers of highest caliber who will become trend setters in the teaching profession.
5. To produce student teachers who are well aware of social needs, issues, evils and are committed for upliftment of the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. A conducive learning environment and efficient work culture is prevalent in the institution. Regularity and punctuality in classes is strictly maintained by the faculty and the same is expected of the students.
2. A lot of emphasis is put on character formation of the students. They are groomed in such a way that they turn out to be responsible citizens with a strong moral sense of commitment towards the Society and the Nation.
3. A deep sense of discipline is imbibed in the students. Positive attitude, leadership qualities and team spirit are inculcated in the students. No discrimination is ever made on the basis of one's religion, caste or economic status.
4. Overall development of the students is achieved by conducting various co-curricular activities through House Tournaments.
5. An environment friendly behavior is consciously developed in the students.
6. Research center has been developed in the campus and faculty enrichment is achieved by visits of eminent academicians during National Seminars organized by the institution.
7. The institution has extended the facilities of Internet and Delnet in the library to keep the students updated with the global changes.
8. Research aptitude is promoted in the students under the able guidance of research supervisors.
9. Use of latest technology like OHP, LCD projector for class room seminars, Active research, etc. keep the students ahead and well informed.
10. Faculty members and student teachers have created more than 700 videos and uploaded on institutional youtube channe
11. The well set Language Lab is of great help in developing the communication skills of the students.

Institutional Weakness

1. The college is situated in a small town. To retain Professors and Associate Professors for M. Ed. course is quite difficult.
2. The institution being affiliated, does not have freedom to make changes in the curriculum looking to the requirement of the students.

Institutional Opportunity

1. After the approval of two faculty members as research guide by the University, there is immense scope to promote research culture in the institution.
2. Frequent use of ICT by faculty and students which makes them aware of global changes taking place.
3. Organization of National Seminar every year motivates the students to learn administrative skills and makes them research oriented.

Institutional Challenge

1. To motivate faculty and staff to keep on changing and progressing.
2. To maintain the growth of the institution without any financial support from the Government.
3. To instill a deep sense of commitment in the students and fresh faculty who otherwise have a matter-of-fact background and upbringing.
4. To grow without compromising on the culture of the institution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution adheres to the academic calendar released at the start of the session which is prepared by the IQAC of the institution in consultation with the convener of various committees. The academic calendar is also published on the institutional web site. Newly admitted student teachers are explained about the activities during orientation programs organized program-wise.

During the orientation program student teachers are made aware of the campus activities, schedule of completion of curriculum provided by the Affiliating University and importance of the eight Houses. During Open Air Session all cultural, sports and SUPW activities are conducted through houses and student teachers participate through their respective houses. Student teachers are explained in details about the mentoring system and their involvement in it.

Two internal exams are conducted every year and the performance of the students is suggestive of their efforts as well as that of the faculty. Marks of one of the internal exams are forwarded to the University to be included in their final result.

Faculty members are provided with OHP, LCD, maps, models, white and green boards, audio-visual aids, smart classrooms, language lab, ICT lab and all other infrastructural facility required for effective teaching. By using and teaching with the help of such devices, student teachers are exposed to latest techniques that are being used globally.

Internet facility is available in the library along with delnet connection so that the faculty and student teachers may utilize this facility to update their knowledge.

Computer Education is the need of the hour, the institution has extended infrastructural facilities to its students. It has well established ICT centre where student teachers are given basic knowledge.

The institution organizes guest lectures on environment, gender, social, general and current issues. Student teachers are motivated to take part in social activities like rallies, nukkad natak, camps etc organized by the institution.

Teaching-learning and Evaluation

After the admission process is over, an orientation program is organized by the institution. The institution

considers all student teachers at par and equal opportunity is provided to everyone.

Student teachers passing out of this institution are aware of use of the latest audio-visual techniques and updates in the field of education. The student teachers in small groups prepare and present lesson plans during simulating teaching and dialogue method. The institution organizes workshop where student teachers prepare teaching learning material (TLM). The institution organizes group discussions, debate, essay writing, active research, quiz, poster competitions, etc. To develop communication skill student teachers are allotted language lab in groups of 20 student teachers. Student teachers also attend ICT lab for learning computer skill. Faculty members and student teachers have created more than 700 videos so far which have been uploaded on the institutional you tube channel. Through wall magazine the institution tries to inculcate literary taste, develop reading habit and update general knowledge of student teachers. To develop social responsibility in student teachers the institution organizes various social activities like rallies, camps, guest lectures, nukkad natak etc in nearby area.

Student teachers are allotted schools for internship by the State Government. Internship is completed under supervision of the school administration. The institution provides set of diaries in which details are filled by the student teacher and assignments completed and participation in other activities are verified by the head of the school.

Depending upon the individual interest of student teachers both slow and fast learners are present in every program. Some students excel in one course or topic while others are good in other courses or topics. Extra classes or remedial classes are organized and personal attention is given to the slow learners. Fast learners are provided with extra library facility.

Open air session activities ie co-curricular activities are conducted through houses for maintaining harmony in the campus and provide an opportunity to student teachers to learn to manage and conduct events.

Infrastructure and Learning Resources

Presently the institution has Class Rooms 23, Smart class room 2, Seminar Halls 2, Library with reading room facility 1, Principal office 1, Office 1, Staff room 1, ET Laboratory (ICT) 1, Science Laboratory 1, Psychology Laboratory 1, Computer laboratory 1, SUPW room 1, separate Botany lab 1, Chemistry Lab 1, Mathematics lab 1, Physics Lab 1 and Zoology lab 1, Geography Lab 1, Language Lab 1, Music room 1, Indoor sports room 1, facility for outdoor sports, Wash room facilities on each floor, Generator Room 1, Lift facility (capacity 6person) 1, Canteen 1, Girls common room 1, Boys common room 1. There are 36 computers installed in ET (ICT) lab.

CCTV camera are installed on every floor, grounds, library, Principal office, office, both seminar halls.

The institution has facilities of athletics, cricket, volleyball, badminton, basketball courts, kho-kho, kabaddi as outdoor games. The recreation room is facilitated with table tennis, carom and chess etc as indoor games.

Three water tanks having total capacity of 2500litres are there in the campus to regulate water supply, Two bore wells fitted with submersible electric motor is installed in the campus. RO system is installed with every water cooler to provide clean drinking water, Water harvesting system, Solar Energy with 10KW, Lift 1, generator set 10KW, Fire extinguisher system one on each floor,

Faculty members submit their requirement and recommendations of new titles to be purchased to the librarian. Delnet pass word and ID is provided to the faculty members and student teachers. They can access at home also. Inter library book exchange facility through Delnet is extended to student teachers and faculty members. Student teachers and faculty members are able to borrow books from other libraries on request.

Student Support and Progression

The institution publishes its prospectus every year. The prospectus contains all details related to the institution and facilities available in the campus. The prospectus and website clearly show the admission process, courses, admission rules and regulations, discipline rules, attendance rules, fee structure, scholarships, co-curricular activities, program outcomes etc.

SC/ ST/ OBC/ SBC students are given uttarmatric scholarships by the Department of social justice, State Government, Rajasthan. The scholarship forms of such students are forwarded by the institution to the Government and disbursement of amount is directly in the account of student. Chief Ministerial Higher Education Scholarship was also distributed to students. Students are also given benefits of Kali Bai Bheel Scooty Yojna.

First Aid Room and doctor on call are available to meet out any emergency. Once a year general health check-up of students is done in the campus.

In ICT lab, students use and learn the basics of computer. The institution is trying its best to develop the entrepreneurial skills among students. Students from the faculty of commerce are allotted industries to visit and understand the working culture. The institution is very much concerned with the overall development of its students. All students have been divided into eight houses. All extracurricular, co-curricular activities are conducted through these houses. Students participate in outdoor and indoor games and other competitions like mehendi, rangoli, quiz, essay, debate, group discussions, athletic activities, badminton, volleyball, basketball, kabaddi, kho-kho, chess, carom etc. At the end of the session, the institution conducts cultural program and prize distribution. The institution has its own mentoring system, through which students remain directly or indirectly in contact with the teachers. Wall magazine is a regular feature of this institution. the institution pays premium for group insurance of students, remedial classes for slow learners, delnet facility in campus to all students, book bank facility.

Governance, Leadership and Management

The Academic calendar of activities is prepared by the IQAC members with the consultation of the Principal and conveners of other committees. The faculty members are entrusted duties and work for the session and they report the completion report to the Principal. In-house curriculum planning meeting is organized prior to IQAC meeting.

Leadership is required for the completion of all the work in time, implementation of policies rightly and to ensure that the plans are fulfilled in time. The President and Secretary of the management committee, Principal and the faculty members of this institution are dedicated for the betterment of the institution. Everybody is responsible for the duty assigned to them. The institution has become a premier institution in the city is a result of this work culture.

The involvement of leadership to ensure interaction with stakeholders reflects from the working of the institution and relations with them. The institution has very good relations with its stakeholders. When required, the institution invites the stakeholders to discuss the suggestions given by them.

The institution is determined for strengthening the quality of education. For this the management committee has no barriers of providing facilities. It holds meeting with the teaching and non-teaching staff members and seeks advice for improvement in the campus.

The mentoring system which involves all student teachers and teachers, organization of house tournaments and decentralization of power which develops leadership and organizational quality in the student teachers have been adopted by this institution for more than one decade

The institution maintains transparency in its policy, plans and process of implementation. The institution has clearly displayed its aims, objectives, vision and mission in the campus.

The student teachers of the institution are extensively involved in the social activities like social camps, rallies nukkad natak etc.

After discussing the requirements with conveners of all committees, annual budget is prepared. In case any expenditure goes beyond budgetary provisions, permission from the management committee is taken by the Principal. The institution provides appraisal forms to each faculty member.

Institutional Values and Best Practices

To remove speaking hesitation, the IQAC gave the idea of seminar presentation for all the student teachers and the institution is making use of language laboratory.

The institution is using computers for keeping office record and term examination record. ICT workshop and seminars for students and faculty members are organized.

Students are given training on MS word package. Students act as members in almost all committees so that they may learn the practical aspect of working in group which helps them in developing decision making power.

Research and Outreach Activities

The institution is imparting education up to level of Ph. D. So far 1 student registered under supervisiuon of faculty member of this institution has been awarded with Ph. D. degree by the affiliating university. Research work of 3 more student teacher is in progress ubder supervision of two faculty members.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BHAGWATI SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA
Address	Nasiya Colony, Mirzapur Road, Gangapur City, Rajasthan 322201
City	Gangapur City
State	Rajasthan
Pin	322201
Website	https://bbvs.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Krishna Kant Sharma	07463-203202	9772786421	-	anilbhagwati123@gmail.com
IQAC / CIQA coordinator	Keshav Lal Gupta	-	8949991577	-	guptakeshavk2017@gmail.com

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 minority institution	No

Establishment Details	

State	University name	Document
Rajasthan	University of Kota	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	04-07-2005	204	

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	Nasiya Colony, Mirzapur Road, Gangapur City, Rajasthan 322201	Urban	2	7634

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	B.Sc.B.Ed, Education, Integrated Course	48	Senior Secondary	Hindi	50	50
UG	B.A.BEd, Education, Integrated course	48	Senior Secondary	Hindi	50	50
UG	BEd, Education,	24	Graduation	Hindi	200	200
PG	MEd, Education,	24	B.Ed.	Hindi	50	23
Doctoral (Ph.D)	PhD or DPhil, Education, Education	24	M.Ed.	Hindi	5	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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	4				2				57			
Recruited	2	0	0	2	2	0	0	2	42	15	0	57
Yet to Recruit	2				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				19
Recruited	16	3	0	19
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	0	0	2	0	0	10	5	0	21
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	23	6	0	29
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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	9	1	0	10
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	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		Total
		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	172	0	0	0	172
	Female	128	0	0	0	128
	Others	0	0	0	0	0
PG	Male	13	0	0	0	13
	Female	10	0	0	0	10
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	4	0	0	0	4
	Female	1	0	0	0	1
	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	36	36	42	34
	Female	17	18	18	20
	Others	0	0	0	0
ST	Male	35	44	36	45
	Female	32	29	27	30
	Others	0	0	0	0
OBC	Male	94	86	89	82
	Female	37	45	48	37
	Others	0	0	0	0
General	Male	42	42	28	33
	Female	14	52	35	43
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		307	352	323	324

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The institution is imparting education in the field of humanities, commerce and science streams up to postgraduate level. The institution is running diploma, graduate, integrated, post graduate courses and research in the field of education. There are 2 faculty members who are registered as guide approved by the affiliating university. 11 student teachers are registered as research students allotted by the affiliating university. Till date 1 student teacher has been awarded with Ph. D. Degree. The institution is affiliated to Kota University, Kota. It has to follow the rules and regulations laid down by the affiliating university and the syllabi provided. The university does not permit to opt subjects on</p>
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	<p>interdisciplinary basis. The institution is imparting teacher education in Humanities, Commerce and Science streams. The institution is working in the direction to achieve its goal to follow the New Education Policy 2020. Recently the institution has organized a national level seminar on New Education Policy https://drive.google.com/file/d/1i5te-1Z2k7qdBBykfTwssTvPb6pm8MbE/view?usp=sharing. Recently it has also organized a National Seminar on Revitalising Teacher Education during academic session 2018-19. https://drive.google.com/file/d/1xlnGRSospTRGaQAO2Mo5w6zo_4LOkTkI/view?usp=drive_link. The institution organizes various social activities like rallies, camps, guest lectures, nukkad natak etc on various socio-economic issues. It tries to inculcate social values in student teachers, make them responsible towards their social and moral duties https://drive.google.com/file/d/1XHaZcekVx117QXIKO00wrNGcjURxJeyl/view?usp=drive_link, https://drive.google.com/file/d/1jar0fdm_r7RufAuMtUFlup-AmS5JawO7/view?usp=drive_link.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The institution abides by all directions and guidelines issued by the NCTE, the affiliating university and the state government authorities. The faculty members help the student teachers of this institution in getting registered with ABC. All student teachers of this institution are registered in ABC. Their record in the form of hard copy of ABC IDs is available with the institution.</p>
<p>3. Skill development:</p>	<p>The institution at its level organizes ICT workshop and Language Laboratory classes for newly admitted student teachers. The institution motivates student teachers to participate in language lab activities which helps in improving their communication power. Class room seminars are conducted on regular basis after completion of a topic. This activity is performed as active research to enhance their communication skill and explanation power. Student teachers are given opportunity to use OHP, LCD and other latest techniques during the course which develops an inclination in student teacher for use of techniques and an attitude for it is developed. The student teachers learn various skills like communication, computer, introduction, black board, stimulus, questioning, reinforcement etc. The institution has developed well equipped language and ICT laboratories. Computer skills are developed in</p>

	<p>students. Students learn basics and use of MS word, excel, power point etc. For developing communication skills, the institution has well developed language laboratory in the campus. For developing other skills microteaching session is organized https://drive.google.com/file/d/1BkEKCPNg3H3pNvhc5Nzd12C0p6_YSA1c/view?usp=drive_link . All co-curricular activities are organized through houses which develops team spirit in them and inculcates moral values in the student teachers and helps the institution in producing good citizens. Open air session is a part of curriculum, by participation in this session students learn to be disciplined and cooperative behaviour is developed https://drive.google.com/file/d/11oRB5Onk1MZKra21VLSAKa55-79CEcu0/view?usp=drive_link .</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institution is imparting education in Hindi and English both languages in all streams ie Arts, Commerce and Science. Students coming from Hindi medium schools can reply their answers in Hindi at university exams as well. The institution organizes various cultural activities at institutional level where students also perform various activities in regional languages.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Inception of this education institution by the society was with the aim that the students passing out from it must be in a position to utilize the education imbibed in them in their future career. They must be an asset to the society. The teacher education program is based on methodology in which all aspects of education are organized around a set of goals. During this program various skills are developed in student teachers which are used by them during their professional career. The student teachers are given proper professional training of various skills like lesson planning is developed so that student teacher be able to plan and design the curriculum, they should know what contents are to be taken. Skills like introduction, black board writing, reinforcement, communication etc develops their teaching aptitude. The questioning skill is developed so that they must be able to assess their students by questioning during class room teaching or setting question papers etc. ICT skill is developed so that they may be able to come across the latest technology and know the changes taking place globally.</p>

6. Distance education/online education:	NIL
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The institution has established Electoral Literacy Club in July, 2023 on the directions issued by election commission, in the campus with a view to make students aware of Indian Election Process.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Mr. Vipin Bihari Sharma has been appointed as Election In-charge of the institution by the Principal from November, 2022. He remains in contact with District election officer appointed by the State Government. Ms Jyoti Meena was nominated as student ambassador (Coordinator) in the month of September, 2023 by college administration. ELC is functional and representative in character in the campus.
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 institution organized a rally in nearby area and campus before assembly election 2023 in Rajasthan to make the residents and students of integrated course aware of their voting rights. The institution motivated students of the integrated course to register their names in voter list. Student teachers were advised to vote fearlessly. In the institution student teachers made many Ragolies to inspire for voting during the assembly election in Rajasthan. Some of the student teachers displayed slogans "vote on 25", "Proud to be voter", "Cast your vote" etc on their hand using Mehendi art. Student teachers from different courses made the figure "VOTE 100%" in the garden and motivated other student teachers to vote https://drive.google.com/file/d/1rM66D9pni_Y5PLqRqWmVfTqE7asvDXSl/view?usp=drive_link .
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.	The institution organized a rally in nearby area and campus before assembly election 2023 in Rajasthan to make the residents and students of integrated course aware of their voting rights. The institution motivated students of the integrated course to register their names in voter list. Student teachers were advised to vote fearlessly. In the institution student teachers made many Ragolies to inspire for voting during the assembly election in Rajasthan. Some of the student teachers displayed slogans "vote on 25",

	<p>“Proud to be voter”, “Cast your vote” etc on their hand using Mehendi art. Student teachers from different courses made the figure “VOTE 100%” in the garden and motivated other student teachers to vote https://drive.google.com/file/d/1rM66D9pni_Y5PLqRqWmVfTqE7asvDXSl/view?usp=drive_link .</p>
<p>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.</p>	<p>The student teachers of integrated and diploma courses were inspired and motivated to get themselves registered in the voter list. They were extended help by the faculty member appointed as coordinator ELC and student teacher coordinator in getting their names registered in voter list. The institution provided them with the application forms of election department and filled application forms were handed over to district election authorities. Forms of total 58 student teachers of this institution were forwarded to get them registered as voters. All these student teachers were finally registered as voters.</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
842	854	827	730	625
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
350	350	350	350	350
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..

2022-23	2021-22	2020-21	2019-20	2018-19
224	224	224	224	224
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..

2022-23	2021-22	2020-21	2019-20	2018-19
303	337	287	242	236
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
286	319	272	225	223
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
323	321	350	347	348
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..**

2022-23	2021-22	2020-21	2019-20	2018-19
65	63	63	75	75

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..

2022-23	2021-22	2020-21	2019-20	2018-19
65	63	63	75	75

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)..

2022-23	2021-22	2020-21	2019-20	2018-19
92	161	43	45	40

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

3.2

Number of Computers in the institution for academic purposes..

Response: 36

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:

Every year the institution holds a meeting of in-house curriculum planning to chalk out the academic program for the session. This meeting is arranged under chairmanship of the principal in which effective completion of the curriculum provided by the affiliating university in time is planned. The committee constitutes of the Principal, 5 senior faculty members, one member nominated by the management committee, one expert from education field, and one alumnus. In this meeting academic calendar prepared for the session, effective implementation of ICT workshop for newly admitted student teachers, orientation program for new student teachers, Microteaching, Simulating teaching, preparation of criticism lesson, organization of remedial classes for the identified weak student teachers, and internship program are discussed and finalized. It is also discussed that faculty members be motivated to update their notes and revised teaching material be provided to the student teachers during the session. The institution organizes in-house curriculum meeting before commencement of the IQAC meeting. The IQAC provides tentative academic calendar prepared for the session for discussion so that if there is any change in academic calendar that may be carried out before finalizing by the IQAC. The State Government in Rajasthan have a policy that schools for practice teaching are allotted by them and students are informed regarding their practice schools allotted. The List of practice teaching schools is declared during the session and identified schools are from different parts of Rajasthan. The institution reviews the performance of student teachers during internship by going through the remarks and observations of school principals in various diaries provided by the institution.

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

1.1.2

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

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

1. Faculty of the institution
2. Head/Principal of the institution
3. Schools including Practice teaching schools
4. Employers
5. Experts
6. Students
7. Alumni

Response: C. Any 3 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document

1.1.3

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

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: 60.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	31	30	32	32

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	52	52	52	52

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: 0****1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	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: 0****1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	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
Paste link for additional information	View Document

1.2.5

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

Response: 7.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
85	63	26	48	57

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The curriculum framed and provided by the affiliating university has sufficient opportunities for the student teachers to acquire knowledge, to develop teaching skills in various learning areas. As per the curriculum, skills like introduction, black board writing, questioning, explanation, reinforcement, demonstration and stimulus are taught during micro teaching. After explaining the skills, faculty members invite the student teachers on the dais to use the skill and observe their performance. Students are given knowledge regarding class room management, lesson planning, effective communication etc.

The institution at its level organizes ICT workshop and Language Laboratory classes for newly admitted student teachers. The institution motivates student teachers to participate in language lab activities which helps in improving their communication power. Class room seminars are conducted on regular basis after completion of a topic. This activity is performed as active research to enhance their communication skill and explanation power. Student teachers are given opportunity to use OHP, LCD and other latest techniques during the course which develops an inclination in student teacher for use of techniques and an attitude for it is developed. During SUPW classes the student teachers are motivated to prepare and use various charts, maps, models, globe etc as per the requirement of the topic. Student teachers develop teaching learning material (TLM) in workshop organized by the institution. These material/ models are used by them while explaining various topics
https://drive.google.com/file/d/10aKZ3oHY5i6Yb_mT9vmSPI6YxodwYeVT/view?usp=sharing.

Introduction skill developed in student teachers helps them in preparing lesson plans, maintaining sequence of the topics for explaining, they are able to connect with students during class room teaching and encourage their participation. During internship **black board skill** helps them as a visual aid in teaching in government schools where other audio-visual facilities are not available. The institution every year holds black board writing competition in the campus which improves the use of black board concept and gives a visual representation. In this skill all the eight component ie legibility, size and alignment, Highlighting of main points or features, utilization of the space, black board summary, correctness, position of the teacher and contact with the students in class room are explained. **Questioning skill** in

student teachers is also developed. During internship they have to set question papers and ask students questions in their regular class. This skill helps them in asking relevant and right questions in the right way. It also helps in improving their overall communication skill. Student teachers are able to understand whether the students in class room are attentive or not and can assess them. **Explanation skill** developed in student teachers helps them in explaining, narrating the topic during class room teaching. For this student teachers are ask to choose various examples, stories, maps, charts etc where ever needed. **Reinforcement skill** is developed in student teachers. Student teachers are explained to appreciate or encourage learners in class room. They are explained that during class when learners are appreciated or rewarded, they feel encouraged and become more attentive. In student teachers **demonstration skill** is developed. They are asked to use diagrams, specimens, experiments etc during class where ever it is applicable. This skill is based on the principle of learning by doing. By using this skill learners are kept engaged, attentive and vigilant during class room teaching. This skill makes learning simpler. The **stimulus skill** helps the teachers in keeping learners attentive and vigilant in class and to sustain their motivation. In this institution, student teachers are motivated to attend language lab on their turn regularly to develop stimulus skill in them. Students opting for Hindi, English and Sanskrit learn to recite poems, reading etc. During internship, student teachers intertwine all the skills for better output.

These skills are taught to the student teachers of B. Ed. I Year, Integrated student teachers of III & IV Year. Student teachers of M. Ed. course supervise the students of undergraduate course and observe the learning of these skills by them. Through this process supervision quality is developed in student teachers of M. Ed. course.

Student teachers of B. Ed. II year are taught Inclusive skill. Under this skill student teachers prepare a lesson plan using all these six skills and present it. On successful presentation of the lesson plan it is assumed that the student teacher is now skilled and ready for the profession. https://drive.google.com/file/d/1BkEKCPNg3H3pNvhc5Nzd12C0p6_YSA1c/view?usp=drive_link .

Open Air Session is a regular activity as per curriculum in which sports and cultural activities are performed. All sports and cultural activities are conducted through eight houses. The concept of house tournament develops team working concept in student teachers. This also improves an attitude to understand each other and to accommodate. The institution has a well-planned mentoring system in which all student teachers are involved actively. Some senior student teachers are nominated as mentors. Being mentor, problem solving attitude and helping nature is cultivated in them. The institution has introduced the concept of maintaining a wall magazine in the campus. This activity increases the presentation power and increases the knowledge of student teachers. A literary taste is also developed in them https://drive.google.com/file/d/1ztQAC4Xd9Q58hzHoEoMhS0BSlLk16KXi/view?usp=drive_link. The institution organizes various social activities to inculcate moral values in the student teachers and makes them responsible towards the society https://drive.google.com/file/d/1XHazcekVx117QXIKOO0wrNGcjURxJeyl/view?usp=drive_link .

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
Any other relevant information	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 Institution while preparing student teachers for internship ask them to prepare their lesson plans based on books prescribed by the different boards like Rajasthan Board of Secondary Education, Central Board of Secondary Education and Indian School Certificate Board, NCERT etc. This helps the students to know the pattern and curriculum followed by these boards in India. However in Rajasthan for internship practice teaching schools are allotted by the State Government. Student teachers are allotted Government schools by the State Education Department.

A vast diversity in schools in India is observed. Students come from different regions, religion, caste, age, socio-economic conditions, family back grounds etc. Rajasthan State is geographically divided into five regions and the language in all regions is different. Student teachers come from different parts of Rajasthan, they are realized and familiarized with this fact during induction program when they interact with each other. Keeping this view in mind the institution organizes cultural program so that the students coming from different parts of Rajasthan may come across the cultural awareness and diversities of other areas.

The student teachers are asked to make sure that during their internship any physically challenged student in the class room should also be given equal opportunity in all school activities. The student teachers are also asked not to differentiate on gender basis during internship and their career. All these activities and guidance of the faculty members develops an accommodating and empathetic nature, irrespective of any kind of diversities in student teachers. For internship schools are allotted by the State Government. When student teachers go for internship, this familiarization with the diversities helps them in completing their internship successfully.

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:

The curriculum of the teacher education program is such that at each and every step of the program student teachers learn and gain professional knowledge to become excellent teachers in future. They gain a comprehensive knowledge of their subject. They are taught micro teaching, simulating teaching lesson planning, various skills, and use of ICT which they incorporate when they go for internship, where they gain practical experience. They become disciplined and have the capability to sustain the interest of the school students in class room teaching during internship. A good communication skill enhances their personality. They learn team work and management during co-curricular activities organized through houses. Organizational skills help them to be in the forefront in organizing school activities. The overall personality of the student teachers is chiselled and they turn out to be excellent, professional teachers.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

1. Students
2. Teachers

- 3. Employers**
4. Alumni
5. Practice teaching schools/TEI

Response: A. All of the above

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

1.4.2

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

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

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
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: 96.51

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 additional link	View Document

2.1.2

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

Response: 111.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
245	256	251	245	255

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

2.1.3

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

Response: 10.36

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	49	46	27	3

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

2.2 Honoring Student Diversity

2.2.1

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

Response:

The institution organizes an orientation program for newly admitted student teachers in the campus https://drive.google.com/file/d/1DyX369wM1P-gZnxuaUVBS-Nf_WIVmOBg/view?usp=drive_link .

The institution organizes separate orientation programs for students admitted at graduation, post-graduation levels. During orientation program faculty members monitor the student teachers by observing participation of student teachers in various activities organized. The institution judges the capability and readiness of newly admitted student teachers. All student teachers are asked to introduce themselves and are made familiar with each other. They are explained regarding traditions of the institution, houses, mentor system, university curriculum program etc. The academic calendar is discussed so that they are aware of all activities to be organized during the session. The faculty members observe the active participation and performance of student teachers to assess their aptitude. During orientation program student teachers are explained regarding the ICT workshop and use of language laboratory programs to be organized by the institution to update the knowledge of student teachers coming with different education background. In this orientation program students are also explained about the hands-on-activities to be performed in SUPW session. The student teachers come from different parts of Rajasthan, they are given opportunity to make some innovative or traditional articles during SUPW classes. This practice makes student teachers aware of traditions followed in other parts of Rajasthan. During orientation program student teachers are explained about the concept of wall magazine. They are motivated to create/ write/ bring literary articles or drawings etc. They are also motivated to participate in social activities being organized in the institution. The enthusiasm shown by the student teachers gives indication regarding their preparedness for the program <https://drive.google.com/file/d/1XHazcekVx117QXIKOO0wrNGcjURxJeyl/view?usp=sharing>.

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

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: 13.16

2.2.4.1 Number of mentors in the Institution

Response: 64

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

The teachers of this institution give emphasis and also ask the student teachers to use teaching learning material (TLM), models, charts, maps, globe and specimens wherever required. Active research is regular practice adopted by this institution. In this activity student teachers are given small topics spontaneously during class room teaching. The student teachers respond and try to explain their viewpoint. Student teachers are given some problems from their curriculum and they solve it. The practice provides an opportunity to student teachers to develop reasoning aptitude in them.

The teachers use audio-visual aids during their class room teaching and also provide PDFs as study material. The faculty members and student teachers have created more than 700 videos on different topics related to the curriculum. Faculty members also frequently use charts, globe, flow charts, diagrams, maps etc. The institution organizes debate competitions and arranges guest lectures by inviting resource persons from other institutions. Student teachers participate in various rallies, camps, nukkad natak etc organized by the institution so that they may learn social responsibilities https://drive.google.com/file/d/1XHazcekVx117QXIKOO0wrNGcjURxJeyl/view?usp=drive_link.

During micro teaching and simulating teaching practice student teachers learn the lesson planning, mapping of the contents, presentation of contents and different skills are developed. Through participation in social activities sense of responsibility is developed in student teachers. The institution organizes Open Air Session activity through houses which enhances the cooperative behaviour and understanding power of the student teachers. The faculty members encourage student teachers to learn use of audio-visual aids so that at any point they may not feel left out. Language laboratory is used to develop their communication skill https://drive.google.com/file/d/1BkEKCPNg3H3pNvhc5Nzd12C0p6_YSA1c/view?usp=drive_link. Class room seminars are taken by the teachers on completion of their topic in class to increase the alertness of the student teachers. Student teachers are encouraged to participate in wall magazine, this activity helps in exploring the hidden talent in student teachers. Faculty members also present seminars in the classes. Poster competition is arranged in which creativity and views of the student teachers are observed and developed <https://drive.google.com/file/d/1YGlodhSQK2G6Ugsw1zokLt5DIBP7DBUa/view?usp=sharing>.

Various social activities are organized by the institution so that student teachers learn about the social problems and an aptitude may be developed to solve and react in a positive way on such issues. The institution arranges guest lectures etc. During recent years the institution has organized rallies, camps etc on road safety, environmental issues to prohibit use of plastic, save water-save life, beti bachao-beti padhao, aids awareness, swachh bhara abhiyan etc. During covid19 pandemic time the institution motivated its faculty members and student teacher to distribute mask around their residential area and residents be made aware of using mask https://drive.google.com/file/d/1XHazcekVx117QXIKOO0wrNGcjURxJeyl/view?usp=drive_link.

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

2.3.2

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

Response: 88.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	40	75	71	71

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: 96.08

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: 809

File Description	Document
Programme wise list of students using ICT support	View Document
Data as per Data Template	View Document
Any additional Links	View Document

2.3.4

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

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

Response: B. Any 3 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Link of resources used	View Document

2.3.5

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

Response:

The institution has developed its system to monitor the activities of the student teachers at the time of first accreditation and till date it is following the same. In this mechanism a system of chain has been established. Equal number of students are allotted under teacher-in-charges for supervision. Out of these student teachers, the teacher-in-charge deposes senior student teachers of the group as student teacher mentor. All student teachers of the group contact this student teacher mentor to resolve their problem, if any. The student teacher mentor tries to resolve their problems at their level. In case, they are unable to resolve, the student teacher mentor contacts the teacher-in-charge.

If the problem is related to office, the teacher-in-charge contacts the office, if it is related to academics, the problem is brought in the knowledge of faculty member concerned to resolve the difficulties. If the

problem is related to administration, the things are brought in the knowledge of the Principal so that the issue can be resolved. All such problems are discussed in the faculty meeting. Thus, the activities of all student teachers remain in the knowledge of all the teacher-in-charges.

If required, the Principal brings the matters in the knowledge of the Management committee through the President or Secretary so that the issues can be resolved.

This year total strength of the students in the institute is 821. Each teacher-in-charge has been allotted 10 student teachers. These student teachers are regrouped in 2 groups each of 5 students. One of the senior student teacher is appointed as student teacher mentor to observe and help the remaining student teachers. The institution therefore has 64 teacher mentor and 127 student teacher mentor for this system. The list of student teachers is displayed on the notice board at the start of the session to inform them https://drive.google.com/file/d/1oNZmRleaU16SjRvGVbNMBSmmGz7w71kf/view?usp=drive_link.

Student teachers participate in co-curricular activities organized in OPEN AIR SESSION through houses. All student teachers are divided into eight houses. Sports events are arranged by the sports committee and cultural events are organized under supervision of cultural committee. The committees report the teacher-in-charges regarding the students actively taking part in the activities. The student teachers who are not participating actively are motivated to participate in some of the activities so that their shyness can be removed. Each house has its Captain and vice-captain who ensure the participation of maximum student teachers in one or the other activity. In this way student teachers are mentored at various levels. This helps the institution in overall grooming of the student teachers.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.6

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

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to**

national to global**Response:** C. Any 3 of the above

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

2.3.7

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

Response:

Student teachers learn to explain topics using variety of examples and Teaching Learning Material. Teachers train student teachers to explain topics taking different examples. Faculty members in the institution use models, charts, maps etc. to explain topics and student teachers are also advised to use these tools for explaining their topics wherever applicable. ICT workshop is arranged where student teachers learn use of available ICT facilities for teaching learning purposes. Faculty members and student teachers have created more than 700 videos related to curriculum. These videos are uploaded on institutional You-tube channel. Audio-visual method is a good approach to explain. Student teachers who have opted for courses in which practical work is involved are asked to make it a habit to demonstrate experiments during their class room teaching as well. Student teachers are given opportunity to perform experiments during their regular class teaching.

Group discussions are arranged through active research method, class room seminars by teachers and student teachers are conducted during class room teaching, teachers conduct question answer session, student teachers are given problems which they answer spontaneously. SUPW activities are organized during open air session which provides student teachers an opportunity to bring out their creativity during hands on activity. The student teachers participate in rangoli, mehendi, poster making competitions which nurtures creativity and develops thinking skill in student teachers. Wall magazine is a regular activity in the campus. For wall magazine some student teachers prepare their articles/ material for display in campus. By participation in this activity the institution tries to nurture creativity, reading & writing habit and thinking skill. Social activities are regularly taken up by the institution.

https://drive.google.com/file/d/11oRB5OnklMZKra2IVLSAKa55-79CEcu0/view?usp=drive_link,
https://drive.google.com/file/d/1XHazcekVx117QXIKOO0wrNGcjURxJeyl/view?usp=drive_link,
https://drive.google.com/file/d/14UF5Wqsf1BfRoMLxnvij-QMDbJB-5xI9/view?usp=drive_link.

The institution organizes various social activities through which it tries to inculcate social values in

student teachers that develops life skill in student teachers. During last five years student teachers have been motivated by arranging social activities on Aids awareness, Adult Education, Awareness Campaign against use of Plastic, save water-save life, Swachh Bharat Abhiyan, Bal Diwas, Janjatiya Gaurav Diwas, National Youth Day, Gandhi Jayanti-Shatri Jayanti, Sarvadharm Prarthna Sabha etc https://drive.google.com/file/d/1H5duVtrZeMvTLFzpi_RruRxYh2Rs6khI/view?usp=drive_link.

Guest lectures are arranged for student teachers on social issues, recent curriculum based topics, general awareness etc. These guest lectures motivate student teachers for betterment of the society and an empathy is developed to remove various misdeeds. During last five years Prof Jitendra Kumar Sharma, D. S. Science Academy, Gangapurcity delivered a talk on Gandhian Thought on 02 October, 2018, Dr. Daya Mahlawat, *Former Principal* delivered a talk on Teaching Methodology, Dr. M. L. Gautam *Former Dean* University of Kota, delivered a talk on Intelligence, Mr. Ramdev Singh *SHO*, Gangapurcity delivered a talk on Road Safety Rules and their implementation, Prof. S. P. Srivastava delivered a talk on Importance of SUPW camp, Dr. Lilesh Gupta, *Former Dean and Principal* JLN TT College delivered a talk on Action Research, Dr. Devendra Kumar Agrawal, *Principal*, Saurabh TT College, Hindon city delivered a talk on NEP 2020, Dr. Vidip Acharya, Marketing Executive, delivered a talk on Save Money and Mr. Muni Dev Singh, *SDO*, Gangapurcity gave a talk on Discipline in Administration in the campus. Many other eminent guests have given guest lectures in the campus during last five years. https://drive.google.com/file/d/1jar0fdm_r7RufAuMtUFlup-AmS5JawO7/view?usp=drive_link.

Student teachers are involved in hands on activities during SUPW session. They prepare various art & craft work, paper bags, cloth bags, best out of waste utilizing paper, pen stand, bandanvar, Plate decoration, salad decoration, photo frames etc. Student teachers participate in poster making, slogan writing, wall magazine, glass painting etc. These activities promote innovative ideas in them https://drive.google.com/file/d/11oRB5OnkIMZKra2IVLSAKa55-79CEcu0/view?usp=drive_link. During the program, teachers monitor the student teachers and their participation is observed in various activities organized in the campus.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4 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: B. Any 6 or 7 of the above

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

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
Link for additional information	View Document

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: B. Any 3 or 4 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
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: B. Any 4 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

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:

The State Government has a policy that schools are identified and allotted by their department for internship and directly communicated to student teachers. The student teachers are relieved for internship and on its completion, they report back to the institution and submit their diaries duly signed by the Principal of internship school. The institution prepares and trains the student teachers for internship through preparation of lesson plans, mapping of content, identification of text material, simulating teaching etc which are taught as a part of microteaching.

The institution provides professional training to student teachers by the faculty members through micro teaching sessions. In these sessions in addition to lesson planning, mapping of the content, various skills

like introduction, black board writing, questioning, reinforcement etc are taught. The institution also develops basics of computer skill, use of ICT etc and enhances communication ability in the language laboratory by Hindi, Sanskrit and English departments. https://drive.google.com/file/d/1BkEKCPNg3H3pNvhc5Nzd12C0p6_YSA1c/view?usp=drive_link. All these skills develop ability in student teachers to prepare their lesson for class room teaching during internship. They become able to deliver their content to students in an effective manner. Student teachers are prepared to teach using both traditional methodology as well as using ICT facilities. Student teachers are also prepared for using internet facilities on their mobile so that during internship they update their text matter. Student teachers prepare their lesson on rolling blackboard and explain diagrams, maps etc by displaying it. Every student teacher is given opportunity for simulating teaching practice. Each student teacher presents at least two lessons in small groups of student teachers. The faculty members observe these student teachers and identify their weaknesses and give their suggestions to improve them. If required the student teachers are asked to repeat their lesson and present it again after making necessary changes under supervision of concerned faculty member.

The institution holds collective session of student teachers before they proceed for internship. Each student teacher is provided with a set of diaries in which they report their day to day and all activities related to academic and administrative work assigned during internship. These are checked and signed by the school principal. After the session is over, these diaries are sent to affiliating university along with marks.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.9

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

Response: 1.44

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

Response: 211

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

For internship student teachers are directly sent to government schools in all parts of Rajasthan by the State Government department. The institution is not in direct contact with these schools. The institution depends upon the activities and assigned work verified in the diaries by the school principal.

However the student teachers allotted schools in nearby area are visited by the faculty members to observe their activities. As such they do not have any direct involvement there.

File Description	Document
Documentary evidence in support of the response	View Document
Link for additional information	View Document

2.4.12

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

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

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

Response: 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

2.4.13

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

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

Response: B. Any 4 of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 100

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

2.5.2

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

Response: 30.79

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

Response: 21

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: 6.72

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

Response: 437

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

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

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

Response:

The institution arranges one day guest lectures in the campus by inviting subject experts from university and other institutions. The institution also organizes seminars on recent issues to keep the faculty members updated in their field. The faculty members get an opportunity to discuss and talk about information, various issues, syllabus, and declarations by state/ Central government authorities whenever announced. Recently the institution organized a national seminar on New Education Policy for updating the faculty https://drive.google.com/file/d/1i5te-1Z2k7qdBBYkfTwssTvPb6pm8MbE/view?usp=drive_link. During last five years the institution has also organized a national seminar on Revitalising Teacher Education in the campus https://drive.google.com/file/d/1xlngRSospTRGaQAO2Mo5w6zo_4LOkTkI/view?usp=drive_link.

File Description	Document
Documentary evidence to support the claims	View Document
Link for additional information	View Document

2.6 Evaluation Process**2.6.1****Continuous Internal Evaluation(CIE) of student learning is in place in the institution****Response:**

The institution is using mentoring system developed in the campus since its first accreditation and extra-curricular activities organized through eight houses for Continuous Internal Evaluation of its student

teachers. The institution has nominated 65 teacher mentors and 100 student teacher mentors for this purpose. Student teachers have been divided into small groups of 5 student teachers each. Regular activities and performance of the student teachers are observed during their stay in the campus and institutional mentoring system helps a lot. Each student teacher remains in contact with the teacher-in-charge. Through monthly meeting of teacher mentors, all activities of the students remain in the knowledge of all faculty members and the Principal.

At the start of the academic session, College calendar is released. The schedule of micro teaching is clearly mentioned in the academic calendar. During micro teaching student teachers are explained about various skills as per the curriculum. After explaining the skill, faculty member invites the student teachers on dais to explain what has been taught. After that they prepare lesson plans and during simulating teaching session present at least two lesson plans in small groups. In this way they are prepared for internship. This activity is concluded under supervision of faculty. Student teachers are appreciated for the presentation and short comings, if any, are conveyed to them.

The institution conducts two internal exams every year. Answer sheets are assessed by the faculty members on university assessment pattern. The assessed answer sheets of one internal exam are returned to student teachers for their record so that they can review before appearing in university exam. If any student teachers have any query about the marking, the faculty members explain and clear their query on the spot. Answer sheets of the other exam along with the internal marks are forwarded to the University <https://drive.google.com/file/d/1mbkSZHaFyRhLvQbns31TYWNvx2gvoI8P/view?usp=sharing>.

All co-curricular activities and SUPW sessions are organized through house tournaments which are part of Open Air Session. Student teachers of B. Ed. II Year and integrated courses are awarded marks for it. Student teachers are simultaneously allotted their houses with the release of admission list. In the campus all student teachers participate through their respective houses. Since all co-curricular activities are also conducted as per the schedule indicated in the calendar, each student participates in the activity of their interest. The House captain and vice-captain are the student teachers of senior classes to whom student teachers contact for participation in the activities of their interest. These House captains and vice-captains remain in contact with the teacher-in-charge of the house. This system helps the institution in continuous internal evaluation https://drive.google.com/file/d/11oRB5OnklMZKra2IVLSAKa55-79CEcu0/view?usp=drive_link.

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
Link for additional information	View Document

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The institution conducts two internal exams. Marks of one of the internal exams are forwarded to the university and the same is kept confidential. Marks of the other internal exam are declared and shown to the student teachers. Any student teacher who is dissatisfied with the marking, contacts the teacher concerned. The teacher concerned explains shortcomings in the answers and satisfies the student teachers. The university has a clearly stated provision of reevaluation for students. Any student who wishes to get their answer sheets reevaluated, can follow the procedure laid down by the university and their answer sheets can be rechecked.

University flying visits during university examinations. During their visit, sometimes, cases of unfair means are reported by them. Such student teachers are given opportunity to present themselves before the unfair means committee. Student teachers get a chance to clarify their situation and put facts as per them before the committee. If the committee finds the student teacher innocent the charge of cheating is removed.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Link for additional information	View Document

2.6.4

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

Response:

Academic calendar is prepared for the smooth running of the institution and conduct of all activities on time. The calendar indicates all academic activities like lesson plan, preparation of class room lectures, simulating teaching (micro teaching practice), conduct of ICT workshop for preparation of OHP sheets, power point slides etc. Class room seminars are conducted in which students present and explain at least two topics. Teacher concerned approves the contents of the topic. In the calendar, schedule for students' visit to schools for practice teaching is not mentioned as the dates for their visit are finalized by the State Government. However, the institution mentions a note in this regard and a tentative time slot is mentioned at the bottom of the academic calendar.

As per the affiliating university examination policy, out of 100 marks in each subject, 20 marks are to be awarded by the institution and for remaining 80 marks the university conducts final examination. Bifurcation of 20 marks to be awarded is also provided by the affiliating university. As per university norms for 10 marks institution has to conduct an internal exam. 5 marks for sessional exam, for which questions are to be set from the prescribed questions given at the back of the syllabus. 5 marks are awarded on the basis of participation in two activities like preparation of OHP sheets, or power point programme slide and presentation of the topic in class room seminar.

For theory

The answer sheets are sent to the affiliating university and the awards secured by the student is declared by the affiliating university along with the final result. The marks awarded for this term exam are kept confidential. At institutional level two term exams are conducted. The answer sheets of one term exam is handed over to the student teacher which helps them while preparing for the university examination. Student teachers of I year of B. Ed. have to complete 28 days internship whereas the student teachers of II year of B. Ed. have to complete internship of 96 days.

Student teachers of M. Ed. I Year course participate in internship activity at institutional level for 15 days. Under internship activity they observe the skill development program of graduate course and provide feedback of performance of these student teachers.

Student teachers from integrated course are awarded 20 marks on the basis of internal performance. Participation in co-curricular, social activities are also kept in consideration as per curriculum. During open air session, sports, cultural and SUPW activities are conducted through houses https://drive.google.com/file/d/11oRB5OnklMZKra2IVLSAKa55-79CEcu0/view?usp=drive_link.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

During the orientation programs conducted separately for B.Ed., integrated and M. Ed. programs, all student teachers are informed about the PLOs and CLOs. These are explained to them in details by the faculty members. The student teachers are trained during the entire program to achieve their goals. Student teachers have choice to opt for the paper of their choice in their stream at under-graduation and post-graduation level. After graduating in the field of education they are able to pursue further courses from other universities or institutions. The institution tries its best to make the student teachers aware of all recent developments taking place in this field. Student teachers passing out from this institution are well aware of various methods, skills, tools etc. The institution tries to make the student teachers competent in all respects. The student teachers are made academically, culturally, morally and socially sound during the course period. After completing post-graduation course student teachers get an opportunity to serve in teacher education institution.

The institution tries to produce student teachers who after completion of the program or course are able to prove their aptitude developed in the program, during their career or in pursuing higher studies. Student teachers are taught skills like introduction, explanation, questioning, reinforcement, stimulus etc. Student teachers are also given opportunity to develop skill of communication and basics of computer (ICT). By practicing simulating teaching student teachers are given atmosphere of class room so that their class room teaching may become more effective. Student teachers are taught how to deal with slow and fast learners so that diverse needs of school students are taken care of. Student teachers participate in various sports activities during house tournaments which develops discipline, tendency to extend cooperation to other fellows. Participation in social activities makes them responsible towards the society. By visiting different villages empathy is developed in them.

Student teachers of integrated course acquire knowledge of both their subjects and skills specific to the field of education.
https://drive.google.com/file/d/1kQs7F4ZTJKL6byJvnrFMNsuen9tdEMF/view?usp=drive_link,
https://drive.google.com/file/d/1bZXRLcHIbcMqbpwkmDg5Fga3ld9ht2J1/view?usp=drive_link,
https://drive.google.com/file/d/1MWROCiY82GZ1KiwVsXuvQdFZQ9Yiu9TM/view?usp=drive_link.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2**Average pass percentage of students during the last five years****Response:** 94.31**2.7.2.1 Total number of students who passed the university examination during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
286	319	272	225	223

File Description	Document
Result sheet for each year received from the Affiliating University	View 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 student teachers passing out with the undergraduate and post graduate degrees of B.Ed., BA/B.Sc. B.Ed. and M. Ed. programs are capable of guiding the future generation and the society. These programs train them and develop a skill to express, communicate and implement their thoughts/ planning, to inculcate moral values, build national character in them which would groom the school going students or graduating students in field of education in a similar way for future.

The mentoring system adopted by the institution helps in evaluating the overall progressive performance

ie performance of student teachers in all fields - academic, sports, cultural, social. During open air session faculty members observe the discipline in students, watch their activities, decision making capability, confidence built in them while participating in different events, their behaviour towards other participants.

The institution organizes social activities and student teachers are engaged in them so that social responsibility may be developed in them. The institution is of the view that schools are the best place where moral values and ethics can be inculcated in the future generation. By such involvement the society as well as the nation will be benefitted.

The program provides an opportunity to student teachers to know about the latest technology and innovations taking place in technology. The student teachers after completion of the program are able to up-date school students with skill and latest technology which certainly will help them in future.

At the end of the session each student teacher has to appear for criticism lesson for the award of marks in presence of external examiner appointed by the affiliating university.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 81.19

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

Response: 246

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

2.7.5

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

Response:

The institution assesses newly admitted student teachers on the basis of initial performance in class, behaviour with the co student teachers, attitude with others, previous academic record, and their activities observed through student mentors, field of interest mentioned in the admission form. All these factors work effectively and positive results have been observed in the student teachers.

Student teachers are identified during orientation program and the faculty members explore their field of interest and motivate them to participate in those activities.

It has been observed by the faculty members that there is a vast change in communication skill of student teachers coming from rural areas after availing language lab facility in the campus. Due to this inculcated communication skill, the student teachers become more confident and expressive in day to day working and during internship activity. Their attitude and way of working changes. ICT facility enhances their skill to use latest technology by removing their hesitation. Other micro teaching skills develop their command to deliver their lesson plans in classes during internship.

Remedial classes are arranged for the weak student teachers identified on the basis of results shown by the student teachers in internal examination and report of faculty members. Such students have shown remarkable improvement in their performance at annual examination.

During small group discussions under dialogue method, student teachers who either do not participate or participate less due to hesitation in the event are identified https://drive.google.com/file/d/1LDnE8Ko-6n39RFJkSLd9F6apiMHqqPOf/view?usp=drive_link. Such student teachers are counselled by faculty members before start of simulating teaching session. After seeing performance during simulating teaching session faculty members decide the number of simulating teaching sessions required by them.

File Description	Document
Documentary evidence in respect to claim	View Document
Link for additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation**4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** C. Any 2 of the above

File Description	Document
Sanction letters of award of incentives	View Document
Data as per Data Template	View Document

3.1.4

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

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

Response: C. Any 2 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Details of reports highlighting the claims made by the institution	View Document
Any additional information	View Document

3.2 Research Publications**3.2.1**

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

Response: 1.17

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	3	1	3	73

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
Data as per Data Template	View Document

3.2.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.3 Outreach Activities**3.3.1**

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

Response: 4

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	1	2	5	6

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

3.3.2

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

Response: 84.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
821	726	200	699	842

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
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: 76.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
793	462	127	754	813

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

3.3.4

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

Response:

To achieve one of the clearly stated vision and mission ie to inculcate social values in the student teachers, the institution organizes various social activities like rallies, camps etc in nearby area. The institution also arranges guest lectures on various social issues. All student teachers are motivated to participate in such activities.

During last five years student teachers have been motivated by arranging social activities on Aids awareness, Awareness Campaign against use of Plastic, Save Earth, Save Water-Save life, Swachh Bharat Abhiyan, International youth day, Youth Day (Swami Vivekanand Jayanti), Gandhi Jayanti, Shastri Jayanti, Sarvadharm Prarthana Sabha, Teachers Day, International teachers Day, nukkad natak etc By participation in such activities an empathy is developed in them. The institution organizes rallies which motivates the student teachers for various social and environmental issues. The institution has organized a rally and celebrated Road Safety week to make student teachers aware of traffic rules. https://drive.google.com/file/d/1XHaZcekVx117QXIKOO0wrNGcjURxJeyl/view?usp=drive_link, https://drive.google.com/file/d/1H5duVtrZeMvTLFzpi_RruRxYh2Rs6khI/view?usp=drive_link.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages**3.4.1**

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

3.4.2

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

Response: 0

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

File Description	Document
Data as per Data Template	View Document

3.4.3

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

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

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The institution is running D. El. Ed., B. Ed., BA/BSc. B.Ed., M. Ed. and Ph. D. courses and grant of recognition has been received from NCTE and Government of Rajasthan. Affiliation for graduation and post-graduation courses have been received from the University of Kota, Kota.

As per **norms of the NCTE** physical infrastructure required for these courses is as follows: Class Rooms, Seminar Halls, Library with reading room facility 1, Principal office 1, Office 1, Staff room, ET Laboratory 1, Science Laboratory 1, Psychology Laboratory 1, Computer laboratory 1, SUPW room 1, separate Botany lab 1, Chemistry Lab 1, Mathematics lab 1, Physics Lab 1 and Zoology lab 1, Indoor sports room 1, facility for outdoor sports.

Presently the institution has **Class Rooms 23, Smart class room 2, Seminar Halls 2, Library with reading room facility 1, Principal office 1, Office 1, Staff room 1, ET Laboratory (ICT) 1, Science Laboratory 1, Psychology Laboratory 1, Computer laboratory 1, SUPW room 1, separate Botany lab 1, Chemistry Lab 1, Mathematics lab 1, Physics Lab 1 and Zoology lab 1, Geography Lab 1, Language Lab 1, Music room 1, Indoor sports room 1, facility for outdoor sports, Wash room facilities on each floor, Generator Room 1, Lift facility (capacity 6person) 1, Canteen 1, Girls common room 1, Boys common room 1. There are 36 computers installed in ET (ICT) lab.**

CCTV camera are installed on every floor, ground, library, Principal office, office, both seminar hall.

The institution has facilities of athletics, cricket, volleyball, badminton, basketball courts, kho-kho, kabaddi as outdoor games. The recreation room is facilitated with table tennis, carom and chess etc as indoor games.

For developing and maintaining the infrastructure, the institution has spent Rs. 87.53lacs during 2018-19, Rs. 11.38lacs during 2019-20, Rs. 6lacs during 2020-21, Rs. 21.72lacs during 2021-22 and Rs. 8.03lacs during 2022-23 sessions.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	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: 100

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

Response: 1

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

Response: 1

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

4.1.3

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

Response: 67.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
53.13	90.58	18.55	48.02	45.36

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

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:

The institution is using Bills Pustkalya (2.0) software as integrated Library management system. The library of the institution is fully automated. The software provides remote access facility to its users. Details of all books are uploaded in the software. Student teachers and faculty members are able to access the library using pass word provided to them. The issuance of books is done using this software. Student teachers can access the availability of required books.

Users have been categorized as Student teachers and Staff. Books have been categorized as Research section, M.Ed., B.Ed. and D.El.Ed. Books. In the library student teachers can get the complete information of books ie whether the book is available or is already issued. Student teachers can find out the books using title or subject or names of authors etc. Separate facility for reading and consulting books in the library is available for faculty members, research scholars and student teachers. A discussion section has been developed in the library where student teachers can discuss their curriculum related matter with faculty members. The faculty members, research scholars and student teachers have been provided with Photostat machine in the library. They can get photocopies of the desired pages of books for their own purposes in the library.

The delnet provides more than 3.97cr e-books, 5.8k periodicals, 1.11lacs current periodicals, CD ROM data base 70.5K, and 1636 e-books to consult. The delnet also provides inter library loan facility and student teachers and faculty members can borrow these books from the library of other institutions.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Web-link to library facilities	View Document

4.2.2

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

Response:

Institution has not remote access to library resources But the institution is member of Delnet so student & teachers can access to library resources of other libraries as and when required.

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: A. Any 4 or more of the above

File Description	Document
Data as per Data template	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: 1.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.92848	0.84617	.13170	1.64313	1.73817

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

4.2.5

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

Response: 0.85

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: 145

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: 236

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: 126

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: 134

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: 134

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

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: B. Any 3 of the above

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

4.3 ICT Infrastructure**4.3.1**

Institution updates its ICT facilities including Wi-Fi

Response:

The institution procures computers, white board etc as the time table and infrastructure committees recommend to IQAC. The wi-fi facility is regularly updated. The institution has spent Rs. 43,316 during 2018-19, Rs. 2,12,250 during 2019-20, Rs. 17,450 during 2020-21, Rs. 17,035 during 2021-22 and Rs. 26,950 during 2022-23 on updating ICT facilities. The institution has extended wi-fi facility in the campus which is renewed timely. The institution has developed smart class room facility during session 2019-20, a new seminar hall with all ICT facility was developed in the year 2022-23.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 23.39

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

4.3.3**Internet bandwidth available in the institution****Response:** 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

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: D. Any 1 of the above

File Description	Document
Data as per Data Template	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:** 57.38**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
35.48	43.86	16.66	23.47	99.16

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

4.4.2

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

Response:

The head of the institution constitutes various committees like maintenance, infrastructure, and purchase committees. After the completion of academic session, all departmental heads inform regarding any requirement of equipment, maintenance work, plumber and electrician related work required in their departments. Maintenance committee members visit all class rooms, library, laboratories etc. to finalize if any repairing work is needed. All proposals are submitted to the IQAC. The infrastructure committee is informed by the IQAC regarding maintenance work required in the campus. The infrastructure committee obtains the estimate for it and a proposal is submitted to the head of the institution. The head of the institution discusses the matter with the management committee and obtains the financial approval. After obtaining the financial approval, the work is completed under supervision of the committees. For maintaining the equipment the dealer from whom it was purchased is contacted. The institution prefers to get the equipment repaired by the company/ supplier. For maintaining computers local computer distributors are contacted by the maintenance committee and get them repaired.

The time table committee of the institution takes care of optimum utilization all infrastructural facility. At the time of preparation of academic calendar, the IQAC observes and guides for conduct of activities without any hurdles and utilizing infrastructural facilities available in the campus. All concerned committees are consulted regarding their activity schedule to remove any overlapping.

The institution displays the batches of newly admitted student teachers to participate in Language Lab activity. Similarly batches for ICT lab are also displayed and student teachers adhere to the schedule. In the time table the schedule for laboratory classes is mentioned and student teachers attend as per schedule of their batch. The library facility is open to all student teachers during library hours. The institution organizes open air session through houses in which all student teachers participate in sports, cultural and SUPW activities.

Thus the institution ensures the optimum utilization of all infrastructural facilities in the campus.

File Description	Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

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

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
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
Paste link for additional information	View Document

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**

4. Placement Officer is appointed and takes care of the Placement Cell**5. Concession in tuition fees/hostel fees****6. Group insurance (Health/Accident)****Response:** C. Any 2 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Data as per Data template	View Document

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 2.26**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
9	3	1	5	12

File Description	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:** 9.79**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.****Response:** 26

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

Response: 2

File Description	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: 4.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	7	8	5	19

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities**5.3.1****Student council is active and plays a proactive role in the institutional functioning**

Response:

Student Council is not functioned in the college, its name student council or student union. But various activities are organised in the college through 8 houses (sadan) and various committies of the students. Students elect the house incharge and house co-incharge themselves. All students part in the selection of house inchage and co-inchage of there house.

File Description	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

5.3.2

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

Response: 6.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	9	6	6

File Description	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

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni association is not registered. Alumni members share their experience with the present student teachers. They motivate and guide present student teachers for study and competitive exams. They discuss their job experiences with the student teachers and motivate them to be updated with the

advances taking place. The institution has a tradition of organizing various social activities in the campus and nearby areas. The Alumni in the area extend help to the institution in organizing social events. The institution holds one meeting during the session. Since the student teachers admitted to this institution come from different parts of Rajasthan, it is not possible for all student teachers to join this meeting. However the student teachers available in the city try to attend this meeting. The institution invites an alumnus to attend the in-house curriculum planning meeting organized before the new session starts. During the in-house curriculum planning meeting, alumnus gives valuable suggestions on the basis of their experience
https://drive.google.com/file/d/1Wm2_K8c60MuqCYGSZ8QYagISNx92Sqqc/view?usp=sharing.

File Description	Document
Details of office bearers and members of alumni association	View Document

5.4.2

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

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: 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
Documentary evidence for the selected claim	View Document
Any other relevant information	View Document

5.4.3

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

Response: 5**5.4.3.1 Number of meetings of Alumni Association held during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	1

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

5.4.4

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

Response:

They often visit the institution and motivate the student teachers in the institution. They remain in touch with the student teachers and faculty members. These alumni are helpful in nurturing new student teachers with the talent they have. They share and mentor student teachers in their area of expertise. They connect with and act as role models and offer practical support to present student teachers.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	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:

One of the visions and missions of the institution is to inculcate administrative and leadership qualities in student teachers. The institution is of the view that these qualities will help student teachers to be efficient, independent and self-confident in the field of education. To achieve the goal the head of the institution nominates student teachers in various committees. This provides an opportunity to the student teachers to become a part of decision making process. Decision making quality is also enhanced through the participation of student teachers in house tournaments in the campus.

All sports and cultural activities are conducted through houses in Open Air Session. Student teachers are given opportunity to organize these activities under supervision of faculty members. All student teachers are divided in eight houses. House captains and vice-captains are nominated. Student teachers manage the activities of tournaments and learn various aspects of organizing such activities. During cultural program student teachers are given opportunity to anchor the program.

All activities in the campus take place in the supervision of teachers. By this managerial quality is developed in the teachers as well as in student teachers. Newly selected teachers are also given a chance to learn management of the events. When teachers, student teachers and other staff members work together they understand each other and a cooperative attitude is developed in them.

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 signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

The head of the institution constitutes various committees so that the work responsibilities may be distributed among faculty members. These committees work independently under his supervision. Whenever the committee feels need of any assistance, they contact the head of the institution. The teacher in charge of the committee is called convener and in all committees other than examination committee, there is participation of student teachers.

These constituted committees and clubs work independently and coordinate with other committees to know about the requirements. Every year at the end of the session these committees submit their reports to the Principal. The Principal compiles these reports submitted by all committees and prepares his annual report. This report is forwarded to the Secretary of the managing committee to place before the management committee in the meeting. In all committees except examination committees, student teachers are nominated as members. They also participate in the functioning of the institution. This also helps the institution in making student teachers understand about the working of the institution and in developing decision making skill among them.

The institution has displayed organogram on its official web site. All stakeholders are aware of institutional practice. The working of the institution is very transparent. All planning and execution of work is carried out through IQAC.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document

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

In the institution work is distributed and organized through various committees, which are given freedom to work independently. In financial matters the committees like purchase, infrastructure, maintenance etc obtain estimates and put forward a proposal. The financial approval is taken and then the work starts. The time table committee prepares the academic calendar and time table for the session making optimum use of the infrastructure. Examination committee takes the decision to organize two term exams and get the examination material etc. ready in time. These dates are communicated to the IQAC for inclusion in academic calendar. The calendar is discussed in the meeting of IQAC and then finalized. The administrative committees work independently. They are responsible for maintaining discipline in the campus. Sports committee independently proposes the dates of house tournament to IQAC. These dates are incorporated in academic calendar so the student teachers are aware of the duration of events well in advance. Open Air Session committee in cooperation with sports committee decides the dates for cultural

programs and other events. All social activities are decided by the IQAC.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The management committee of the institution has developed a mechanism for the smooth working in the institution. The head of the institution, Principal reports directly to the President of the management committee. The Principal constitutes some internal committees. These committees report their working to the IQAC. In this way all powers and duties are distributed in the channel. Organogram of the institution is available on the official web site of the institution.

The institution prepares its yearly plan for the session before it starts. All curricular and co-curricular activities, social activities are planned well before start of the session and are mentioned in the academic calendar. The institution adheres to this time bound academic calendar. This is circulated among all stakeholders through display on the official web site of the institution. Newly admitted student teachers are provided the same at the time of orientation program.

Microteaching, simulating teaching, skill development programs are completed before the student teachers move for internship. Internal exams are conducted on schedule, remedial classes are completed before second internal exam.

Open air session is organized in time so that student teachers may take part in all cultural and sports activities with great enthusiasm.

Wall magazine committee constantly remains active throughout the session as they have to replace wall magazine contents weekly on every Wednesday so that all desiring student teachers may get a chance to have their articles, poems or material displayed. The institution plans social activities, guest lectures during the session which are completed on time.

At the end of the session IQAC obtains the requirement for the next academic session from all committees and lab in-charges so that during vacations preparations for coming session may be completed.

File Description	Document
Documentary evidence in support of the claim	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:

The institution has a well-defined functioning of the institutional bodies. The management runs the institution and provides financial assistance as per requirement. Administrative authority is with the head of the institution ie the principal. The principal constitutes some administrative committees for the smooth day to day working. These committees are assigned duties and they submit their report to the Principal with a copy to IQAC. The committees call meetings and decide the agenda and work is distributed among the members. Student teachers are also nominated in these committees. These nominated student teachers also help the faculty members and learn the working in educational institution. The institution has uploaded its organogram on its official website Working and functioning of the institution is very clear on going through the organogram. The Principal prepares the annual report for submission to the Secretary.

The institution follows the service rules as prescribed by the state government. The establishment department of the institution maintains the service records of all employees. Recently the institution conducted interviews during April, 2023 after completing all procedural formalities and receiving panels of experts from the affiliating university. Till date the institution has obtained approval of 62 faculty members from the affiliating university. The institution has also received panel of experts from the affiliating university for completing procedure and formalities for remaining 3 faculty members.

The institution has a well-established office in the campus to assist the Principal and to meet out other requirements related to administrative work. All official work is disposed of with the help of computers. MS office software is chiefly utilized by the office. All college record is maintained on computer.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to Organogram of the Institution website	View Document

6.2.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	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:

Every year before the start of the session the IQAC holds a meeting and decides the agenda for the entire session. The plan of timely completion of curriculum decided by the in-house curriculum committee is taken care of by the IQAC. The minutes of these meetings are uploaded on the official website of the institution. The IQAC observes throughout the year that all events are completed as per schedule in time.

All committees call a meeting after the session begins. In the meeting the committees decide the agenda of the year and plan in accordance with the academic calendar issued by the IQAC. The committees adhere to the schedule and finish the task or responsibilities within stipulated time period. These committees submit their reports to the Principal and a copy to the IQAC on completion of the activity. The Principal prepares his annual report and submits to the secretary.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

College provided academic leave its staff members for seminars, conferences, workshop etc. Special leave provided to staff for research work as course work, data collection etc.

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

6.3.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	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: 10

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	2	2	2	2

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

6.3.4

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.3.5

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

Response:

All faculty members and non-teaching staff members are provided with the performance appraisal form by the office of the institution on completion of the session. Duly completed appraisal form provided by

the office of the institution is submitted to the office for further action. Received appraisal forms are sent to IQAC for verification and then to the Principal. The Principal puts his remarks in the appropriate column. The work of the employees is categorized as excellent, good and satisfactory. After putting remarks/ observations the appraisal forms are submitted by the Principal to the office of the President. In the appraisal form the employees submit the details of work assigned to them and work completed by them till the end of the session. They mention the committees in which they have completed their responsibilities. The faculty members also indicate the curriculum completed by them, skills they have developed in student teachers, participation in micro teaching activity, participation in extra-curricular activities and their class wise results. The employees are asked about their satisfaction with the working conditions in the institution. The institution asks the employees for suggestions for development of the institution. Similarly the office staff also submit their appraisal forms which are reviewed by the Principal and Secretary.

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Financial auditing is a regular process in this institution. For internal audit a committee is constituted which comprises of three faculty members, one accounts department representative. They audit the accounts every year. For external audit, auditors are appointed by the management committee. After finalization of accounts, statutory financial audit report is submitted to the management committee every year.

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

6.4.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

The institution has well established procedure for the mobilization of funds. The management committee runs two institutions under one umbrella. All financial controlling is with the management committee. Every year, institutional budget is prepared by the heads of both the institutions. The management committee approves their budget and accordingly finances are made available. The management committee arranges the fund if extra finances are needed. If extra amount is in the accounts of the institution then it is transferred to the accounts of management committee. The requirement and optimum utilization of funds is accessed by the management committee in the budget submitted.

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 IQAC has an immensely significant role for institutionalizing the quality assurance strategies. The institution has adopted a process in which all committees constituted by the Principal of the institution report to the IQAC. The decisions related to academics, increase in infrastructure, procurement, policy etc are taken in the meeting of the IQAC. In-house curriculum planning meeting is organized before the finalization of academic calendar. The IQAC reviews the minutes of this meeting and incorporates the activities suggested in the in-house curriculum meeting. Academic calendar is finalized by the IQAC after submission of dates of events by other related committees. The committees submit a copy of report to the IQAC on completion of the work assigned to them. The annual report prepared by the Principal is submitted to the management committee through Secretary. All financial approvals are obtained before starting the work. Concerned committees submit their financial proposal/estimate to the IQAC. Financial approval is obtained from the management committee.

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

6.5.2

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

Response:

All committees constituted and working in the campus submit their reports after completion of the activity to the Principal and a copy to the IQAC. Likewise the timetable committee, examination committee, discipline committee submit their reports. After receiving the reports from all the committees, the Principal prepares annual report of the institution. The principal submits it to the secretary of the management committee. On the basis of reports received by the IQAC it reviews the activities at regular intervals. In-house curriculum committee submits its report to IQAC. The IQAC remains in contact with the faculty members and student teachers both. It obtains information regarding completion of the syllabus from faculty members. Before first internal exams the IQAC goes through the syllabus covered by the faculty members. Before conducting remedial classes, the IQAC obtains the details of syllabus covered during regular classes.

Review of micro teaching is taken by the IQAC from faculty members and it ensures that skill development classes and simulating teaching practice is completed before student teachers are relieved for internship.

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

6.5.3

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

Response: 10.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	12	8	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

6.5.4

Institution engages in several quality initiatives such as

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

Response: C. Any 2 of the above

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

6.5.5

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

Response:

The incremental improvements achieved in academic and administrative domains are observed through quality assurance initiatives. After the first accreditation of the institution, the institution has taken one step ahead in the field of ICT. Up till second cycle, the institution was more frequently using overhead slides and power point presentations. After pandemic19 the faculty members were motivated to prepare the videos of their lectures and forward to student teachers by creating whatsapp groups. The faculty members of the institution started sharing PDF files of the text material along with videos to student teachers. During this period faculty members engaged student teachers through google and zoom links and provided reading materials to them. Now many of the videos prepared by the faculty members are uploaded on google drive of the institution. Till date more than 700 videos have been uploaded.

The faculty members keep the observation noted regarding newly admitted student teachers during induction program. The institution compares the activities, behaviour and confidence level of student teachers before and after the completion of language lab and ICT classes.

The faculty members observe the progress of student teachers during class room teaching. It is observed that student teachers develop a curiosity to learn new methodology, skills and teaching learning methods. A vast change is observed in their response towards academic interest. They participate in lesson planning, mapping of the content, language lab, ICT lab activity, simulating teaching etc. They start participating in class room seminars, group discussions etc. with more enthusiasm.

The student teachers learn the skills of introduction, reinforcement, questioning, black board writing, explanation, ICT and communication etc. during the program. These are professional skills and student teachers are not aware of these skills initially. An incremental change in their presentation is observed when they participate in classroom seminars, simulating teaching. This also develops the overall personality of student teachers.

The faculty members identify weak student teachers during classroom teaching. The institution provides extra coaching through remedial classes for such identified student teachers. The performance of these student teachers in the university results shows improvement due to the focused attention given to them.

Through open air session, apart from the creative aspects, an administrative aptitude is developed in student teachers. During this activity student teachers from each house select the participants and try to choose best of them for participation in events. They get a feeling of pride and managerial skill is developed in them. They learn to resolve the issues raised during selection of candidates if more student teachers are there in the house to participate in a particular event.

Another quality initiative taken by the IQAC is of **wall magazine**. The concept of wall magazine has been introduced in this institution from session 2019-20. The institution has now provided a platform to the student teachers where they can show their hidden talent. They can display their written short stories, poems, graphics, photographs, cartoons and even encouraging printed stories from books, magazines and other literary material. The student teachers have very much appreciated this activity.

The Principal of the institution nominates student teachers in various committees as member to assist the faculty members. They take part in meetings and learn to conduct and manage events while helping. This practice enhances cooperative behaviour, decision making and the ability to get the work done on time in the student teachers.

The institution conducts parent teacher meet every year
https://drive.google.com/file/d/1yfkgwsbsUg_ybtoCARXIVv6m9APll3Ct/view?usp=sharing.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any 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 institution has a policy to conserve energy and to move towards green energy. The state has to purchase coal etc from others on higher payment. The state government is encouraging to install solar energy panels. Rajasthan is a state where due to weather conditions solar energy is available naturally and optimum use of solar energy is possible. The management committee of this institution has spent Rs. 6.61lacs and installed solar panels on the roof of the institution for this purpose <https://drive.google.com/file/d/1DW78W9yd7mPbK-C39qUXg-Zp6H5fvPOs/view?usp=sharing>.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document

7.1.2

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

Response:

The institution has diverted the rain water collected from roof and ground into a well through pipelines.

To remove dried shed leaves, other organic waste like paper etc. the institution has prepared a pit in the campus. This waste is converted into manure and is use in college garden.

Separate Dustbin for wet and dry waste are placed in the campus on each floor.

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:** C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geo-tagged photographs	View Document

7.1.4**Institution has water management and conservation initiatives in the form of**

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document

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

Every year the institution obtains a certificate regarding pollution free campus. This certificate is issued by _____ the _____ Nagar _____ Parishad, _____ Gangapurcity
https://drive.google.com/file/d/1txwnao_T1myKuabynoLafnIIzPIZxU6z/view?usp=sharing.

The institution has procured two machines for sanitization of the campus.

For last many years the institution has put separate dustbins for dry and wet waste.

Polythene bags and plastic bottles are not allowed in the campus. Student teachers are encouraged to use paper, cloth or jute bags in the campus. The institution has conducted a rally in surroundings of the

campus to make residents aware of not to use polybags.

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

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: B. Any 4 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Income Expenditure statement highlighting the specific components	View Document

7.1.7

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

Response: 1.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.81	1.02	1.02	1.17	1.09

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

7.1.8

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

Response:

The institution also organizes social activities around the institution where the local residents extend help. The institution organizes nukkad natak, rallies etc in nearby area for their awareness on various social issues. Girl student teachers feel safe while moving around the institution. The faculty members and student teachers coming from other places/ cities get residential accommodation. Student teachers and faculty members organized a rally in nearby area to promote and make the resident aware of their voting rights. Railway station is approximately 1km away from the institution which is helpful for the students coming daily from their villages.

7.1.9

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

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

Response: B. Any 3 of the above

File Description	Document
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:

First Best Practice: https://bbvs.in/sites/default/files/Best_Practices.pdf

Title:

Communication skill Improvement in Student-teachers using "Dialogue Method"

Goal

To develop the communication skill in students with special focus on student teachers with rural background and coming from remote areas of Rajasthan.

The Context:

The institution is committed to its aims, vision and goals with which it was started. The management committee, college staff members, all its stakeholders know well that the institution is dedicated to produce student-teachers who can compete, present and express themselves well in the society.

To inculcate this quality in student teachers the institution has adopted Dialogue method. The institution senses that better teachers are those who can express themselves, present themselves, are able to transfer knowledge to their students in an impressive manner. A better teacher can transform the whole society. Institution hopes this adopted practice will generate better upcoming generation and ultimately the society will be benefitted with it.

Second Practice https://bbvs.in/sites/default/files/Best_Practices.pdf

Title:

To enhance decision making power, leadership quality in student teachers.

Goal

To inculcate administrative and leadership qualities in student teachers.

The Context

The institution has the vision to inculcate discipline, administrative and leadership qualities in the student teachers passing out. These qualities will help them in day to day working and establish them as efficient and self-confident teachers in the working field. The management committee of the institution is of the view that all student teachers admitted should participate in some or the other co-curricular activities of their choice. To develop these qualities in the student teachers, institution organizes various co-curricular activities through houses. When students become a part of this activity they learn to be disciplined, learn to organize the event, learn to cooperate each other, help each other, to accommodate others, they understand to respect others and being a sports person decision making ability is increased. In case they face a controversy they also learn how to resolve any adverse situation spontaneously.

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

The institutional vision, priority and thrust is to produce student teachers who can compete globally. For this purpose the institution is committed to provide best infrastructural facilities to the students admitted here. The institution gives exposure in the field of utilization of audio visual aids by conducting workshop in which they are taught about the use of OHP, LCD projectors, preparation of OHP sheets and power point slides, development of effective communication skills using language labs through Hindi, English and Sanskrit clubs, through simulating teaching practice, inculcating administrative qualities by their participation in various committees, houses and house tournaments. The institution also emphasises on its responsibility towards the society. The student teachers are engaged in social activities by their participation in nukkad natak, bringing awareness in the society through rallies to remove societal evils. Apart from the curriculum, the institution tries to produce student teachers having good citizenship qualities.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

cvb

Concluding Remarks :

The upcoming new generation which is the destiny of the Nation, is in the hands of teacher community. No education programme can be a success without proper education of Teachers. Even the best of education system is bound to fail without good teachers.

The Institution is dedicated to excellence and innovation with the aim to develop mental and cognitive ability with a futuristic vision based on global changes and outlook.

The Institution has strived hard to assist the teacher community in understanding the principles, techniques and process of teaching and learning, creating an awareness of latest technology in the student teachers. The institution is working to groom student teachers who are aware of latest audio-visual techniques.

The institution has inculcated moral values in the student teachers so that they grow into disciplined citizens and serve the Nation.

The institution has remained ahead in actively involving the student teachers in organizing seminars, workshops, cultural programs, sports events etc so that a managerial and organizational capability may develop in them. Participation in all these activities has enhanced the decision making power, quality of right thinking and doing in them. Organizing guest lectures and seminars in the campus has been a regular feature of the institution.

The institution has been dedicated to produce teachers of highest calibre who will become trendsetters in the Teaching profession. All faculty members, staff and student teachers of this institution have worked together to gain recognition as an institution of Excellence in the field of Education.

Student teachers have been motivated to participate in all curricular and co-curricular activities. Language Laboratory, ICT lab and Library have been fully utilized by the faculty members and student teachers. The library is providing online access to e-journals, e-books etc through Delnet connectivity and use of LCD, OHP, Slide projectors in ICT centre is very frequent.