SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

KAUTILYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA

NH - 27, BYPASS RAWAT BHATA ROAD, NAYAGAON
324010
http:/www.kautilyacollege.com

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kautilya Mahila Shikshak Prashikshan Mahavidyalaya, Kota was established in the Year 2006 by Sugra Shikshan Sansthan, Kota. This is a self-financed institution. This institution was formed by a team of service oriented individuals to promote education and culture in all aspects to achieve and fulfill the mission statement that we believe in. The institution was started with B. Ed. Course. With the pace of time it grew and following courses were introduced: D. El. Ed., Integrated BA B. Ed and integrated B. Sc. B. Ed. Courses. The initial strength of the college was 100 student teachers and today total strength of the institution is 794 student teachers. The institution is maintaining an utmost academic standard incorporated with the conduct of discipline, thereby achieving remarkable and excellent results. The institution endeavors to comfort the student teachers with all the necessary knowledge and skills to become truly successful in their chosen field.

Vision

The management committee has a vision to create and sustain conditions that enable its student teachers to experience an unparalleled educational journey that is intellectually, socially and personally transformative.
The women teacher education institution was promoted and established with the vision to promote and educate girls, who can educate not only the whole family but upcoming generations as well. The management has a view that if good teachers having moral character, ethics and principals in life teaches school going children then good citizens can be produced. The school going age is the formative age where moral, ethical and national values can be inculcated in them.
The student teachers trained in this institution should have moral values, national character and should be able to motivate the society in right direction.
The student teachers must be dedicated, responsible and honest to the profession.
The student teachers must be academically sound, aware and versatile
The student teachers produced should be able to communicate and express herself.
The student teachers should treat themselves an important part of the organization
The student teachers must have good decision making power.
The student teachers should know their social responsibilities

Mission

The mission of the institution is to educate citizens and citizen-leaders for our society. The institution makes this true through its commitments to the transformative power of education. Beginning in the classroom with exposure to new ideas, new ways of understanding and new ways of knowing, student teachers embark on a journey of intellectual transformation. Through a diverse learning environment, where student teachers learn with people who are studying different topics, come from different walks of life and have evolving identities, intellectual transformation is deepened and further conditions for social transformation are created. From this exercise, the institution dreams that students will begin to fashion their lives by gaining a sense of what they want to do with their talents and skills, assessing their values and interest and more over learning how they can best serve the world.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The institution provides good academic environment in the campus. Faculty members and students take pains to develop and maintain the academic environment. It provides extended library facility to meritorious students. They are given issuance of extra books, reference books to prepare and update their notes.

Through house tournaments the institution conducts open air session in the campus. All student teachers get an opportunity to show their talent related to sports, cultural and creativity (SUPW) during this activity.

The management committee is committed for providing infrastructural and all facilities to student teachers. The institution has introduced integrated courses ie BA B.Ed and BSc B.Ed in the campus.

The mentoring system developed by the institution is a real strength of the institution. This enables the faculty members to remain in contact with the student teachers on regular basis.

The habit of cleanliness inculcated in student teachers

The student teachers participate in various social activities.

Student teachers participate in various curricular and co-curricular activities enthusiastically.

Good communication skill is developed in student teachers using Language Laboratory.

Student teachers are made aware of ICT technology.

Student teachers are provided with good pollution free environment.

Remedial classes are organized for identified weak student teachers.

Wall magazine concept develops reading and writing habit in student teachers.

Institutional Weakness

Students coming from rural background do not have much awareness of ICT. They are sometimes hesitant in communicating due to their introvert nature and family background.

Institutional Opportunity

Students coming from nearby remote areas have potential to excel if their talent is explored and opportunities are given to them.

During the induction program arranged for newly admitted students, their hidden talent is searched. They are given facility looking to their interest. The institution is getting very good results.

Institutional Challenge

Student teachers are sent for internship by the State Government and the institution does remain in direct contact with them which makes difficult to supervise the progress of student teachers during internship. The institution evaluates only on the basis of diaries provided to them.

Many student teachers come from rural areas and sometimes it become difficult to motivate them for attending language classes at initial stage.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Academic calendar is prepared by the IQAC of the institution in consultation with the convener of various committees for the smooth implementation during the session. The academic calendar is published on the web site of the institution before the start of the session.

The institution organizes an induction program for new student teachers. During the induction program student teachers are made aware of the campus activities, schedule of completion of curriculum provided by the Affiliating University, importance of Houses created by the administration and conduct of Open Air Session through it, Co-curricular and social activities to be organized during the session. Student teachers are explained in details about the mentoring system and their involvement in it. The institution also arranges a talent hunt program through which it explores the hidden talent of student teachers admitted to the program. During induction program student teachers are made familiar with the best practice of cleanliness adopted by the institution.

Two internal exams are conducted every year and the performance of the students is indicative 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, maps, models, white and black boards, audio visual aids, smart class rooms, 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.

Looking to the need of Computer Education, the institution has made provisions for exposure to its students.

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

The institution arranges faculty and student exchange program under which every year 15student teachers and 3teachers are sent per institution.

Teaching-learning and Evaluation

Student teachers are admitted through CET conducted by the State University. After the admission process is over, a induction program is organized. Talent hunt is a part of this induction program in which a feedback is obtained from the students regarding their hobbies, activities, field of interest etc. Through this feedback the institution come to know about the talent of student teachers. The institution considers all student teachers at par and equal opportunity is provided to everyone. 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 conduct events.

The institution realizes that depending upon the interest, in a group of student teachers both slow and fast learners are present. Some students excel in one subject or topic while others are good in other subjects or topics. To overcome such situation, extra classes or remedial classes are organized and personal attention is given.

Student teachers passing out of this institution are well aware of the latest audio-visual techniques and latest updates in the field of education. The student teachers in small groups prepare and present lesson plans during simulating teaching. The institution organizes group discussions, debate, essay writing, active research, quiz competitions etc. To develop communication skill student teachers are allotted language lab batches. Student teachers attend ICT lab for learning computer skill. Through wall magazine the institution tries to inculcate literary taste, develop reading habit and update general knowledge of student teachers. Under faculty exchange program batch of 15student teachers and 3teachers are sent to other local teacher education institutions and vice versa. 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.

Infrastructure and Learning Resources

Presently the institution has Class Rooms 40, Smart class room, Seminar Halls 2, Library with reading room facility 1, Principal office 1, Office 1, Staff room 1, 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, Home Science Lab 1, Geography Lab 1, Indoor sports room 1, facility for outdoor sports, Wash room facilities on each floor, Generator Room 1, Pantry 1.

The institution has enough rooms and other infrastructural space to meet out the present requirements.

Ten water tanks having capacity of 2000litres are there in the campus to regulate water supply, Bore well fitted with submersible electric motor is installed in the campus. RO system is installed on the roof of the institution to provide pure and clean drinking water.

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 heath 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 four houses. All extracurricular, co-curricular activities are conducted through houses. The institution provides the sports kit for playing various games. Students participate in outdoor and indoor games and other competitions like mehandi, rangoli, quiz, essay, debate, group discussions, athletic activities, badminton, volleyball, basketball, kabaddi, kho-kho, chess, carom competition 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. Welfare measures taken for students are: scholarship by the management committee, the institution pays premium for group insurance of students, remedial classes for slow learners, delnet facility in campus to all students, book bank facility, educational tour, organization of free medical & health checkup camp.

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 top management, Principal and the faculty members of this institution are committed to the institution. Everybody is responsible for their duty. As a result of this work culture developed in the institution, it is becoming a premier institution in the city.

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.

Major organizational changes in the institution was made on the recommendations of IQAC - the mentoring system consisting of chain involving all students and teachers, organization of house tournaments and decentralization of power which develop leadership and organizational quality in the student teachers.

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

The student teachers of the institution are extensively involved in the social activities like social camps, rallies etc. The institution provides appraisal forms to each faculty member.

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.

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.

Best Practices:

Title: Cleanliness Drive of the Campus

Goal: To inculcate healthy habits and generate good citizenship qualities in the student teachers.

The Context: INSPIRATION from "SWACHH BHARAT ABHIYAN"

The institution is of the opinion that the students passing out this institution must learn to live a healthy and hygienic life. To develop this quality in the student teachers the institution has adopted the Swachh Bharat Abhiyan initiated by the central government. The institution feels that this drive of the central government will result in enhancement of the image of the country worldwide. The impact of this drive will be positive on the upcoming generations. This practice will generate a consciousness about the cleanliness and heathy surroundings in the student teachers.

Second Practice

Title: Development of disciplined student teachers having administrative and leadership qualities in them.

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.

Research and Outreach Activities

The institution is extending education only up to graduation level so research work is not being undertaken.

Under outreach activities during last five years the institution has organized 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, Environment day, Save Earth, Save Water and Electricity, Swachh Bharat Abhiyan, International Girl Child Day, Save Girl Child, Women's Day, Hygiene and Women etc.

Guest lectures were arranged for student teachers on social issues, health and hygiene, gender issues etc. These guest lectures motivated student teachers for betterment of the society and development of empathy. During last five years Prof ML Gauttam, Former-Dean faculty of Education, University of Kota delivered a talk on Education and Society, Dr. Asha Sharma, Principal delivered a talk on gender issue, Dr. Mohhamad Anis Principal, delivered a talk on Women's rights, Dr. Madhu Kumar Bharadwaj Principal, delivered a talk on New Education Policy and its implementation, Mr. Mahesh Vijay Former Mayer Kota delivered a talk on Swachh Bharat Abhiyan in the campus. Many other eminent guests have given guest lectures in the campus during last five years https://drive.google.com/file/d/12z_2j1tZOVVAr3TUuwDpCDLkzi3dAbQX/view?usp=drive_link.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KAUTILYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA
Address	NH - 27, BYPASS RAWAT BHATA ROAD, NAYAGAON
City	Kota
State	Rajasthan
Pin	324010
Website	http:/www.kautilyacollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	MAHENDRA KUMAR UPADHYAY	0744-2470786	8426832359	-	kautilyattcollege@rediffmail.com
IQAC / CIQA coordinator	BRIJESH KUMAR	-	9602055950	-	ht57692@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity 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](#)	17-08-2006	192	

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	NH - 27, BYPASS RAWAT BHATA ROAD, NAYAGAON	Urban	1.88	7845

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,	24	Graduation	English + Hindi	200	200
UG	B.A.BEd,Education,	48	Senior Secondary	English + Hindi	50	40
UG	B.Sc.B.Ed,Education,	48	Senior Secondary	English + Hindi	50	27

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	1				7				53			
Recruited	1	0	0	1	4	3	0	7	47	6	0	53
Yet to Recruit	0				0				0			

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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				9
Recruited	4	5	0	9
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				3
Recruited	2	1	0	3
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	1	3	0	8	6	0	19
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	3	0	0	31	0	0	34
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	2	0	8
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/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**	**Others**	**Total**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	267	0	0	0	267
	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	0	0	0	0
	Female	58	48	51	51
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	58	58	55	55
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	110	128	133	113
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	74	66	61	81
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		300	300	300	300

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution is affiliated to Kota University, Kota. It has to abide by the rules and regulations laid down by the university and has to follow the syllabi provided. The university does not permit to opt subjects on interdisciplinary basis. The institution is imparting teacher education in Humanities, Commerce and Science streams. The institution tries to achieve the aims of New Education Policy 2020 and organizes various social activities like rallies, camps, guest lectures, nukkad natak etc. The institution tries to inculcate social values in student teachers, make them responsible towards their social and moral duties.

2. Academic bank of credits (ABC):	The institution abides by all directions and guidelines issued by the government authorities. The faculty members have helped the student teachers in getting registered with ABC. All student teachers of this institution have registered in ABC. Their record of ABC IDs is available with the institution.
3. Skill development:	The student teachers during this program learn various skills like communication, computer, introduction, black board, stimulus, questioning, reinforcement etc. The institution has developed well equipped language and ICT laboratories. The institution organizes ICT workshop every year. Through this activity computer skills are developed in students. Students learn basics and use of MS word, excel, power point etc. For developing communication skills, the institution has developed language laboratory in the campus. For developing other skills microteaching session is organized https://drive.google.com/file/d/1l9_o4Iv38wmDZ-7epQ7K2DF75VMfGiyY/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 behavior is developed https://drive.google.com/file/d/1tbYODqTJ0aIWr0cMv-hjckNBNR4zn0kS/view?usp=drive_link.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	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.
5. Focus on Outcome based education (OBE):	The teachers' education program totally based on methodology in which all aspects of education are organized around a set of goals. All student teachers must be able to achieve these goals on completion of the program. During this program skills developed in student teachers are used by them during their profession. 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 https://www.kautilyacollege.com/sitePages/topic/191.
6. Distance education/online education:	NIL

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, The institution has set up an Electoral Literacy Club. In this regard an order was issued by the election commission of India. In follow up all universities issued a circular.
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. Vinod Kumar Pandey, faculty member is looking after the job of ELC as Coordinator and Student teacher Rakhi Chauhan is acting as students' coordinator. The ELC is functional in this institution.
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 before state assembly election 2023 in trhe campus and nearby areas. https://drive.google.com/file/d/18qV_7ATalmd JuLoAfIKZnoBRaw6kLd0l/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 motivated the student teachers of integrated course to get them registered as voters. Total 47 students enrolled in the VOTER LIST. A camp was organized by the state election authorities in the campus to register student teachers as new voters.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	The student teachers enrolled in academic session 2023-24 have to be registered in voter list. The ELC

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	is motivating them to get registered in voter list before the parliamentary election 2024.

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
794	734	633	530	442

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
300	300	300	300	300

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
148	148	148	148	148

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
288	239	200	200	199

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
288	239	200	200	199

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
299	300	300	300	295

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
61	57	49	45	45

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
61	57	49	45	45
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
35.31	24.04	60.17	26.234	141.10
File Description			**Document**	
Audited Income Expenditure statement year wise d			[View Document](#)	

3.2

Number of Computers in the institution for academic purposes..

Response: 50

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:

The institution holds meeting of in house curriculum planning on regular basis. Every year before start of the session a committee under chairmanship of the principal plans for effectively completing the curriculum provided by the affiliating university and other college activities in time. 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 for the session, effective implementation of microteaching, simulating teaching, preparation of criticism lesson, organization of remedial classes for the identified weak students, ICT workshop for newly admitted students, internship program and teaching material to be provided to the students during the session, are discussed at length. The meeting of this committee is held prior to first meeting of IQAC for the session. 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. Schools for practice teaching are allotted by the State Government directly in Rajasthan. The List is declared during the session, therefore involvement of practice teaching schools' principals or faculty members is not possible in this meeting. The institution does not have direct link with the practice teaching schools provided by the State Government. 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
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	[View Document](#)

1.1.2

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

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

1. **Faculty of the institution**

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

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: A. All of the above

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

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: 100

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
28	28	28	28	28

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
28	28	28	28	28

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](#)

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](#)

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

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
Data as per Data Template	View Document

1.2.5

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

Response: 0

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

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

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 provided by the affiliating university provides ample opportunities to the student teachers

for acquiring knowledge, skill in various learning areas. As per the curriculum, skills like introduction, black board writing, questioning, explanation, reinforcement, demonstration and stimulus are developed during micro teaching. Students are given knowledge regarding class room management, lesson planning, effective communication.

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 back 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. https://drive.google.com/file/d/1UcGdvdaN5tBxTEZ2bAclVegl3cRz36Ls/view?usp=drive_link.

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. Open Air Session is a regular activity as per curriculum in which sports and cultural activities are to be performed. All sports and cultural activities are conducted through 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/1tbYODqTJ0aIWr0cMv-hjckNBNR4zn0kS/view?usp=drive_link. The institution organizes various social activities to inculcate moral values in the student teachers, makes them responsible towards the society.

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 students for internship ask student teachers 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. 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.

There is a vast diversity in schools in India. Students come from different regions, religion, caste, age, socio-economic conditions, family back grounds etc. Rajasthan is geographically divided into five regions and the language in all regions is different. Students are familiarized with this fact. 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. In simple words we may mention that students become open minded. 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. Under faculty and student exchange program 3 faculty members and 15 students are exchanged with other teacher education institutions. This practice also helps in familiarizing with diversity.

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 stem 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, 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. Organizational skills help them to be in the forefront in organizing school activities. The overall personality of the student teachers is chiseled and they turn out to be excellent, professional teachers.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)

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](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 99.6

File Description	Document
Document relating to Sanction of intake from University	[View Document](#)
Data as per Data Template	[View Document](#)
Approved admission list year-wise/ program-wise	[View Document](#)
Approval letter of NCTE for intake for all programs	[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: 146.76

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
226	234	239	219	168

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](#)

2.1.3

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

Response: 2.88

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
15	16	11	1	0

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

The institution organizes an induction program and talent search program for newly admitted student teachers in the campus. During this program teachers monitor the student teachers by participation of students observed in various activities organized. Student teachers also fill up the feedback form in which they mention their field of interest. On these bases the institution judges the capability and readiness of newly admitted student teachers. All newly admitted student teachers are made aware of cleanliness drive adopted on regular basis by the institution as one of the best practices. They are motivated to follow this practice in life. During induction program some activities like quiz, brain storming etc are arranged. The faculty members observe the active participation and performance of student teachers to assess their aptitude. During induction program student teachers are explained regarding the ICT workshop and use of language laboratory to be organized by the institution to update the knowledge of student teachers coming from different education background. In this induction program students are also explained about the activities to be performed in SUPW session. The student teachers come from different part of the Rajasthan, they are given opportunity to make something new during SUPW classes. This practice develops the innovation power in student teachers. During induction program student teachers are informed about the concept of wall magazine, social activities being organized in the institution. The reaction shown by the student teachers gives indication regarding their readiness for the program. https://drive.google.com/file/d/16xtxCEFMxvrIXVza7dGIPY_HH8vSdU3N/view?usp=drive_link.

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

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

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

7. **Multilingual interactions and inputs**

Response: C. Any 3 of the above

File Description	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: Only when students seek support

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 13.69

2.2.4.1 **Number of mentors in the Institution**

Response: 58

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 institution provides multiple mode approach. The teachers of this institution give emphasis and also asks the student teachers to use models, charts where ever it is possible. Group discussions are arranged, brain-storming session is conducted. 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. https://drive.google.com/file/d/1__y6ha5lVhGmN7KFnpNbMirrFYCvsBzZ/view?usp=drive_link.

The teachers use audio-visual aids during their class room teaching and also provide PDFs as study material. They have prepared certain videos related to the curriculum. Teachers frequently use charts, globe, flow charts, diagrams, maps, quiz, group discussions, debate and guest lectures etc. so that student teachers may learn batter visualizing the content related material. Student teachers participate in various rallies and camps organized by the institution so that they may learn social responsibilities.

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 behavior and understanding power of the student teachers. The faculty members encourages student teachers to learn audio-visual aids so that at any point they may not feel left out one. Language laboratory is used to develop their communication skill https://drive.google.com/file/d/1ihUR9rALL2kyYnzp82ABUv3FAa8gIwt-/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 competitions is arranged in which creativity and views of the student teachers are observed and developed.

https://drive.google.com/file/d/1UcGdvdaN5tBxTEZ2bAclVegl3cRz36Ls/view?usp=drive_link.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 to prohibit girls child feticide, against dowry, aids awareness, swachh bharat abhiyan etc. https://drive.google.com/file/d/190zqBJt5IDfajRZubm3_Sokw6K_eqQC2/view?usp=drive_link.

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: 93.77

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
57	57	47	40	40

File Description	Document
Data as per Data Template	[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: 97.73

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: 776

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

2.3.4

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

1. **Understanding theory courses**
2. **Practice teaching**
3. **Internship**
4. **Out of class room activities**

    5.Biomechanical and Kinesiological activities
    6.Field sports

Response: C. Any 2 of the above

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

2.3.5

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

Response:

The institution has developed its own system to monitor the activities of the student teachers. In this mechanism a system of chain has been established to monitor. Equal number of students are allotted under teacher - in- charges for supervision. Out of these student teachers, the teacher-in-charge deputes one senior student of the group as student mentor. All students of the group contact this student mentor to resolve their problem, if any. The student mentor tries to resolve their problems at her level. In case, she is unable to resolve, then the student mentor contacts the teacher in charge.

In case 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 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. A faculty meet is organized on the last day of the month in which all the teacher-in-charges discuss their student related problems. 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.

The management committee is of the view that students can discuss their problems within their group very comfortably rather than discussing with their teachers. The system developed in the campus has really given very fruitful results as they also know that all teachers are well aware of their problems.

This year total strength of the students in the institute is 794. Each teacher-in-charge has been allotted 10 or 11 student teachers. The list of student teachers is displayed on the notice board at the start of the session to inform them.

Student teachers participate in different co-curricular activities organized in OPEN AIR SESSION. This event is monitored by the sports committee and 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. All student teachers have been allocated their houses and they participate in different activities through their houses. Captain and vice-captain of each house ensures the participation of maximum student teachers. In this way student teachers are mentored at various levels. This helps the institution in overall grooming of the student teachers. https://drive.google.com/file/d/1tbYODqTJ0aIWr0cMv-hjckNBNR4zn0kS/view?usp=drive_link.

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: A. Any 5 or more of the above

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

2.3.7

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

Response:

Student teachers learn to explain topics using variety of examples. Teachers trains student teachers to explain topics with 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. Audio-visual method is also a good approach to explain. Student teachers opted for courses in which practical work is involved are asked to make it a habit to demonstrate experiments during their class room teaching. Student teachers are given opportunity to perform experiments during their regular class teaching. https://drive.google.com/file/d/1toYCgivF0o7mHdc0itZS1aLqCOzCh7S1/view?usp=drive_link.
Group discussions are arranged, 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 https://drive.google.com/file/d/1__y6ha5lVhGmN7KFnpNbMirrFYCvsBzZ/view?usp=drive_link.
SUPW activities are organized during open air session which provides student teachers an opportunity to

bring out their creativity during hands on activity. Social activities are regular taken up in the campus. Link for SUPW activities. https://drive.google.com/file/d/190zqBJt5IDfajRZubm3_Sokw6K_eqQC2/view?usp=drive_link.

The student teachers participate in rangoli, mehandi, poster making competitions which nurtures creativity and develops thinking skill in student teachers. Wall magazine is a regular activity in the campus https://drive.google.com/file/d/1tyREJJpqhgd0frtr7uD35WzH1A5v7Jop/view?usp=drive_link. For wall magazine some student teachers prepare their articles/ material for display in campus https://drive.google.com/file/d/1RFIpKLwawFD4qkOJnJ121PUi1Bz0hJnh/view?usp=drive_link.   By participation in this activity the institution tries to nurture creativity, reading & writing habit and thinking skill.

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, Environment day, Save Earth, Save Water and Electricity, Swachh Bharat Abhiyan, International Girl Child Day, Save Girl Child, Women's Day, Hygiene and Women etc.

Guest lectures are arranged for student teachers on social issues, health and hygiene, gender issues 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 ML Gauttam, Former-Dean faculty of Education, University of Kota delivered a talk on Education and Society, Dr. Asha Sharma, Principal delivered a talk on gender issue, Dr. Mohhamad Anis Principal, delivered a talk on Women's rights, Dr. Madhu Kumar Bharadwaj Principal, delivered a talk on New Education Policy and its implementation, Mr. Mahesh Vijay Former Mayer Kota delivered a talk on Swachh Bharat Abhiyan in the campus. Many other eminent guests have given guest lectures in the campus during last five years https://drive.google.com/file/d/12z_2j1tZOVVAr3TUuwDpCDLkzi3dAbQX/view?usp=drive_link.

Student teachers are involved in hands on activities during SUPW session. They prepare paper bags, cloth bags, diyas, best out of waste utilizing paper, pen stand, bandanvar, Plate decoration, salad decoration etc. Student teachers participate in poster making, slogan writing, wall magazine etc. These activities promote innovative ideas in them.

During the program, teachers monitor the student teachers and their participation is observed in various activities organized in the campus.

2.4 Competency and Skill Development

2.4.1

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

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

9.Preparing Individualized Educational Plan(IEP)

Response: A. Any 8 or more of the above

File Description	Document
Documentary evidence in support of the selected response/s	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: A. Any 8 or more of the above

File Description	Document
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[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: B. Any 3 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
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: C. Any 3 of the above

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

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

File Description	Document
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:

As per the State Government policy, schools are identified and allotted for internship and directly communicated to student teachers. The student teachers are relieved for internship and after completion of their internship, they report back to the institution and submit their diaries. 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.

The institution provides professional training to student teachers by the faculty members through micro teaching sessions. In these sessions various skills like lesson planning, mapping of the content, introduction, black board writing, questioning, reinforcement, communication, use of ICT etc are developed

https://drive.google.com/file/d/1UcGdvdaN5tBxTEZ2bAclVegl3cRz36Ls/view?usp=drive_link. 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 are able to 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 three lessons in small groups of student teachers. The faculty members observe these student teachers and identify their short comings and give their suggestions for improvement. If required the student teachers are asked to repeat their lesson and present it again after updating as per directions.

The institution holds collective session of student teachers before they go for internship. Each student teacher is provided with a set of diaries. Student teachers report their academic activities in these diaries and this is checked by the teacher concerned. After the session is over, these diaries are sent to affiliating university along with marks.

2.4.9

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

Response: 1

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

Response: 287

File Description	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
Wherever the documents are in regional language, provide English translated version	[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:

The curriculum of the teacher education program is such that at each and every stem 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, 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. Organizational skills help them to be in the forefront in organizing school activities. The overall personality of the student teachers is chiseled and

they turn out to be excellent, professional teachers.

2.4.12

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

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

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

Response: B. Any 4 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	[View Document](#)

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](#)

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: 21.4

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

Response: 11

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: 3.98

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

Response: 243

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

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

The institution arranges guest lectures in the campus. The faculty members frequently talk on about the information or news related to changes in syllabus, government policy or declarations whenever announced. Under faculty exchange program institution has tie-up with three other local institution of education. Every year 3 faculty members and 15 student teachers are exchanged for 5 days. During their stay in the institution these faculty members discusses on different topics and views are exchanged with the faculty members of the host institution. While taking classes, faculty also come across new ideas and traditions adopted by other institutions. The faculty members use net facility to update their knowledge and text material to provide to student teachers. The institution arranged guest lecture on New Education Policy for updating the faculty and making them aware of recent changes made by the Government. For this purpose Dr. Madhu Kumar Bharadwaj Principal, delivered a talk on New Education Policy and its implementation.

2.6 Evaluation Process

2.6.1

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

Response:

For the Continuous Internal Evaluation of the student teachers, the institution uses mentoring system and extra-curricular activities are organized in the campus. For watching regular activities and performance of the student teacher admitted to this institution, 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 that they prepare lesson plans and during simulating teaching session present at least three lesson plans in small groups. In this way they are prepared for internship. This activity is concluded under supervision of faculty. After the session is over student teachers are appreciated for the presentation and short comings, if any, are conveyed to them.

The institution conducts internal exams twice a year. Answer sheets are assessed by the faculty members and assessed answer sheets of one internal exam are returned to student teachers so that they may review before university exam. If any student teachers have any doubt about the marks awarded to them, the faculty members explain and clear their doubts immediately. Answer sheets of the other exam are forwarded to the University along with internal marks https://drive.google.com/file/d/1cbNm0A6FgZ_E9xSXpUj2huKYZ8G2WPn9/view?usp=drive_link.

All co-curricular activities are organized through house tournaments. Open Air Session is a part of house

tournament and students of integrated program are awarded marks for it. Along with the release of the calendar, student teachers are simultaneously allotted their houses. 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 her interest. The House captain and vice-captain are the senior student teachers to whom student teachers contact to participate in the activities. 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.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

For internal marks, the institution conducts internal exams. Any student 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 revaluation scheme for students. Any student who wishes to get their answer sheets revaluated, can follow the procedure laid down by the university and their answer sheets can be rechecked https://www.kautilyacollege.com/sitePages/topic/192. University flying visits almost all institutions 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.

2.6.4

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

Response:

Under the supervision of the college IQAC, a calendar is prepared for the smooth running of the institution and all its activities. 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.

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 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 house tournaments open air session activity is conducted. The schedule for house tournaments/ open air session is also clearly mentioned in the academic calendar.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

All student teachers are well aware of the PLOs and CLOs. These are explained to them during their induction program. 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. 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.

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.

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

2.7.2

Average pass percentage of students during the last five years

Response: 99.64

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
287	237	199	200	199

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](#)

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 degree of B. Ed., BA B.Ed. and B.Sc. B. Ed programs are capable of guiding the up-coming generation. These programs train them and develop a skill to express and communicate their views, to inculcate moral values, build national character in them which would groom the school going students in a similar way for future.

The mentoring system adopted by the institution helps in evaluating the progressive 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, confidence built in them while participating in events, their behavior with other participants. Student teachers of this institution have prepared exquisite rangolies on various themes of national importance like unity in diversity, national unity, environment etc https://drive.google.com/file/d/1FP31sauTmdbFVtc68HSWKj6odK71qL5M/view?usp=drive_link.

Student teachers are engaged in social activities to develop social responsibilities, schools are the best places where moral values and ethics can be imbibed in the school students - the up-coming generation. The society as well as the nation will be benefitted by it.

The program provides an opportunity to student teachers the knowhow of the latest technology and they also know how to be updated with the developments in the 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. An external examiner is appointed by the affiliating university to evaluate the student teachers. The marks awarded to student teachers are added in their total score.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 99.65

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

Response: 287

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

2.7.5

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

Response:

The student teachers passing out with the degree of B. Ed., BA B.Ed. and B.Sc. B. Ed programs are capable of guiding the up-coming generation. These programs train them and develop a skill to express and communicate their views, to inculcate moral values, build national character in them which would groom the school going students in a similar way for future.

The mentoring system adopted by the institution helps in evaluating the progressive performance of student teachers in all fields - academic, sports, cultural, social.

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The program provides an opportunity to student teachers the knowhow of the latest technology and they also know how to be updated with the developments in the 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. An external examiner is appointed by the affiliating university to evaluate the student teachers. The marks awarded to student teachers are added in their total score.

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: D. Any 1 of the above

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

3.1.4

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

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

Response: E. None of the above

3.2 Research Publications

3.2.1

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

Response: 0.06

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
2	1	0	0	0

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

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: 0.04

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	2	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: 7.6

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	8	7	9	8

File Description	Document
Data as per Data Template	View Document

3.3.2

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

Response: 99.2

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
793	724	627	527	437

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: 99.2

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	724	627	527	437

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

3.3.4

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

Response:

The institution has vision and mission to inculcate social values in the student teachers. The institution organizes various social activities in rural area, guest lectures are organized to make them aware. All student teachers are motivated to participate, to visit the villages so that they personally feel connected. 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, Environment day, Save Earth, Save Water and Electricity, Swachh Bharat Abhiyan, International Girl Child Day, Save Girl Child, Women's Day, Hygiene and Women etc https://drive.google.com/file/d/190zqBJt5IDfajRZubm3_Sokw6K_eqQC2/view?usp=drive_link.

The institution organizes various guest lectures, camps, nukkad natak etc so that student teachers be motivated for social awareness. 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 guest lecture and celebrated the National Road Safety month to make the student teachers aware of traffic rules https://drive.google.com/file/d/1THZYVt_pWLYcPYYXvzbBcgc6wBh9wu4d/view?usp=drive_link.

3.3.5

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

Response: 1

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	1

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: 2.8

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
4	3	3	2	2

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: 4

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

Response: 4

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

3.4.3

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

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

Response: E. None of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The institution is running B. Ed., BA/BSc. B.Ed. and D. El. Ed. courses and grant of recognition has been received from NCTE and Government of Rajasthan. Affiliation for graduation courses have been given by 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 40, Smart class room, Seminar Halls 2, Library with reading room facility 1,Principal office 1, Office 1, Staff room 1, 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, Home Science Lab 1, Geography Lab 1, Indoor sports room 1, facility for outdoor sports, Wash room facilities on each floor, Generator Room 1, Pantry 1.

There are 54 computers installed in ICT lab. The Geography, Botany, Zoology, Chemistry, Physics, Mathematics, Education Technology, Psychology and language laboratory of the institution are well equipped. Seminar hall is equipped with ICT facilities, and the institution extends the facilities of 2 smart class room in the campus.

The institution has facilities of athletics, volleyball, badminton, basketball courts, kho-kho 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. 1,18lacs during 2018-19, Rs. 2,24lacs during 2019-20, Rs. 2.24lacs during 2020-21, Rs. 3.99lacs during 2021-22 and Rs. 3.95lacs during 2022-23 sessions. During session 2018-19 the institution has developed a new seminar hall with all ICT facilities, 3 new class rooms were constructed to meet out the requirement, height of the boundary wall was raised looking to the security reasons, and flooring was renovated from main gate to parking area. The institution has also installed CCTV cameras and LED system in the campus for security purposes and spent Rs. 5.94lacs. The institution purchased furniture of Rs. 7.68lacs for 15 room and 5 labs developed in the previous session. The management committee has installed solar panels worth Rs. 11.48lacs during session 2021-22.

File Description	Document
List of physical facilities available for teaching learning	[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: 60

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

Response: 24

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

Response: 40

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

4.1.3

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

Response: 33.76

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
0	0	0	0	96.83

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 Glibrary Version (2.0.1) 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. The student teachers can send their request for desired book and get that issued on availability. Student teachers are able to access the library on-line. The faculty members are also using remote facility of the library provided by the institution.
Users have been categorized as Student teachers and Staff. Books have been categorized as B. Ed. Book Bank and D. El. Ed. Books. Student teachers can get the complete information of books ie whether the book is available or is already issued, If available then location of the book in library. Student teachers can find out the books using title or subject or names of authors etc.
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](#)

4.2.2

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

Response:

The student teachers and faculty members have started using delnet facility in the library and the number is increasing day by day. At present 116 student teachers and 24 faculty members have accessed the library utilizing remote access. All faculty members and student teachers have been provided with the login id and pass word.

4.2.3

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

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

5.Databases

Response: B. Any 3 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
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: 0.12

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
0.46	0	0	0.06	0.07

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: 7.86

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: 510

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: 987

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: 1305

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: 1721

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: 2199

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: D. Any 1 of the above

File Description	Document
Data as per Data Template	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 Management committee has procured 15 Laptops costing 1.68lacs on 19 September, 2018 for the institution. The institution has spent Rs. 54,085 during 2018-19, Rs. 22,214 during 2019-20, Rs. 16,250 during 2020-21, Rs. 34,100 during 2021-22 and Rs. 68,728 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 2016-17 and during session 2018-19 a new seminar hall with all ICT facility was developed.

4.3.2

Student – Computer ratio for last completed academic year

Response: 15.88

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

4.3.3

Internet bandwidth available in the institution

Response: 100

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

Response: 100

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

4.3.4

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

1. **Studio / Live studio**
2. **Content distribution system**

3. **Lecture Capturing System (LCS)**
4. **Teleprompter**
5. **Editing and graphic unit**

Response: E. None of the above

File Description	Document
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: 9.98

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
7.13	9.14	2.74	8.37	1.25

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 distributers 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.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

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
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: B. Any 5 of the above

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

5.1.4

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

1. Monetary help from external sources such as banks

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

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

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: E. None of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 6.22

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
15	14	7	11	23

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

5.2.2

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

Response: 61.81

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

Response: 178

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

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

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

5.2.3

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

Response: 0.53

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
0	3	0	1	2

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

5.3 Student Participation and Activities

5.3.1

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

Response:

The student council is by nomination. Meritorious students are nominated for various posts by the head of the institution. The institution has adopted this practice with the view that the students having good academic background will certainly help the institution in raising academic environment in the campus. This practice has given really appreciable results. Such student council involves itself in all college activities with a positive approach. The institution also has adopted the practice of decentralizing its power by the involvement of student teachers in various administrative committees. Involvement of student teachers in these committees provides an opportunity to them to learn about the working of various committees. It increases the decision making power of these students and makes them responsible towards their duties. The student teachers learn about the working in the institution, organizing of different activities, value of cooperative behaviour, how to get the work done from juniors/ seniors/ non-teaching staff etc. In these committees students are given opportunity to participate as active members. This practice helps in overall development of student teachers. Many of the student teachers after joining their jobs in various schools realized the same and have also expressed their experiences.

5.3.2

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

Response: 17.8

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
18	18	18	18	17

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

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni association is not registered. 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.

5.4.2

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

1.   **Motivating the freshly enrolled students**

2.   **Involvement in the in-house curriculum development**

3.   **Organization of various activities other than class room activities**

4.   **Support to curriculum delivery**

5.   **Student mentoring**

6.   **Financial contribution**

7.   **Placement advice and support**

Response: C. Any 2 or 3 of the above

File Description	Document
Income Expenditure statement highlighting the alumni contribution	[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](#)

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:

Approximately 30 to 40 alumni of this institution are local residents. 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.

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 four 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.

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 every committee (except in examination committee) there is participation of student teachers admitted in this institution.

These constituted committees and clubs work independently and coordinate with other committees to know about the requirements. At the end of the session they submit their reports to the head of the institution. After compiling the reports of all committees, the head of the institution prepares his annual report. This report is forwarded to the Secretary/ President of the managing committee to place before the management committee in the meeting. In all committees except examination committees, student teachers are nominated. 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. All committees work independently and submit their reports to 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
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 induction 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 enthusiastically.

Wall magazine committee constantly remains active throughout the session as they have to replace wall magazine contents fortnightly 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.

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 declares some administrative committees for the smooth day to day working. These committees are assigned duties and they report to the 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 https://www.kautilyacollege.com/sitePages/topic/177. Working and functioning of the institution is very clear on going through the organogram. The institution has managing director who directly reports to the president. Two directors are also working under the managing director.

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 after completing all procedural formalities and receiving panels of experts from the affiliating university. The institution is expecting to receive approvals by end of March. 2024.

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: B. Any 5 of the above

File Description	Document
Data as per Data Template	[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 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 IQAC on completion of the activity. The IQAC goes through the reports and prepares its report for submission to the Principal at the end of the session. The Principal prepares his annual report and submits to the president.

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The institution has started taking welfare measures for staff members. This year the institution has extended financial help of Rs. 2.0lacs to faculty members for completing their Ph. D. work.

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: 255

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
54	52	50	53	46

File Description	Document
Data as per Data Template	[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 President.

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 and submit their report to the Principal of the institution. This report is placed before the Chairman of the managing committee. 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](#)
List of audit objections and their compliance with seal and signature of 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 their report to the IQAC on completion of the work assigned to them. When IQAC receives reports from all the committees, it prepares the annual report. This annual report is submitted to the management committee by the Principal. 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.

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 IQAC. Likewise the timetable committee, examination committee, discipline committee submit their reports. The IQAC goes through the reports and clears its query, if any. After receiving the reports from all the committees, the IQAC prepares annual report of the institution. This report is handed

over to the Principal. The principal reviews this report and then submits it to the management committee. In this way the IQAC reviews the activities at regular intervals. Organization of Internal seminar by faculty members, guest lectures are taken care of by 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
Any additional information	[View Document](#)

6.5.3

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

Response: 5.8

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
5	4	4	8	8

File Description	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: A. Any 4 or more of the above

File Description	Document
Data as per Data Template	[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 first cycle, the institution was more frequently using overhead slides and power point presentations. Now the faculty members have been motivated to prepare the videos of their lectures. These videos are shared in the WhatsApp groups of respective classes. During covid-19 pandemic the institution was worried about providing reading and text material to its student teachers. 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.

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 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 class room seminars, simulating teaching. This also develops the overall personality of student teachers.

The faculty members identify weak student teachers during class room 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.

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 behavior, decision making and the ability to get the work done on time in the student teachers.

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.

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. 11.48lacs and installed solar panels on the roof of the institution for this purpose https://drive.google.com/file/d/1NCNJE0zHDKneRiD2rH5a3zrqWYP39CFJ/view?usp=drive_link.

The institution is already using solar controlled glasses in its window panes so that excessive heat may be reflected. These panes reflect up to 70% of heat which helps in lowering the temperature in the building resulting in less use of electricity.

The faculty members try to inculcate habit of saving energy in the student teachers. The student teachers are asked to switch off the electricity when not in use. This reduces the consumption of state electricity thereby saving energy.

7.1.2

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

Response:

The institution is concerned with cleanliness in the campus. The institution has been awarded with 5th rank in All India Survey Non- residential College Swachhta Ranking 2018, AISHE, Ministry of HRD, New Delhi during 2018-19 https://drive.google.com/file/d/1B7b9UgviK4EKBqd9wo3xo-my1WI1woqM/view?usp=drive_link.

The institution has diverted the waste/ rain water in lush green gardens maintained in the campus.

To remove dried shed leaves, other organic waste like paper etc. the institution has prepared a pit at the back of the building. All the waste material is put in there. The waste material slowly gets decomposed and manure is obtained. This manure is utilized in the flower beds in the campus.

7.1.3

Institution waste management practices include

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

Response: D. Any 1 of the above

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

7.1.5

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

Response:

The institution is committed to the maintenance of cleanliness. The institution has been awarded the All India Survey Non- residential College Swachhta Ranking 2018, AISHE, Ministry of HRD, New Delhi for maintaining cleanliness in the campus in the year 2018-19 https://drive.google.com/file/d/1B7b9UgviK4EKBqd9wo3xo-my1WI1woqM/view?usp=drive_link. For last many years the institution has put separate dustbins for dry and wet waste. The institution has adopted maintaining cleanliness as one of the best practices in the campus. The institution has a policy that in day to day working, all students, faculty members, staff members and employers have to clean their surroundings in last 5 minutes before leaving the campus. The students happily participate in this activity and a habit of cleanliness is developing in them. The institution is maintaining a lush green garden and a botanical garden in the campus. Due to greenery in the campus, pollution is reduced to minimal level.

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.

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: C. Any 3 of the above

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

7.1.7

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

Response: 6.69

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
1.73	13.57	1.39	0.70	1.80

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 is continuing student and teacher exchange program with local teacher education institutions. This program helps the faculty members to exchange their views on academic and general issues. After visiting another institution they learn practically. Their observations help in betterment of the institution. 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. Student teachers and faculty members organized a rally in nearby area to promote and make the resident aware of their voting rights. They were encouraged to participate in this event. https://drive.google.com/file/d/18qV_7ATalmdJuLoAfIKZnoBRaw6kLd0l/view?usp=drive_link, https://drive.google.com/file/d/190zqBJt5IDfajRZubm3_Sokw6K_eqQC2/view?usp=drive_link.

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: E. None of the above

7.2 Best Practices

7.2.1

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

Response:

First Practice: https://www.kautilyacollege.com/uploads/img/First_Best_Practice.pdf

Title: Cleanliness Drive of the Campus
Goal: To inculcate healthy habits and generate good citizenship qualities in the student teachers.
The Context: INSPIRATION from "SWACHH BHARAT ABHIYAN"

The institution is of the opinion that the students passing out this institution must learn to live a healthy and hygienic life. To develop this quality in the student teachers the institution has adopted the Swachh Bharat Abhiyan initiated by the central government. The institution feels that this drive of the central government will result in enhancement of the image of the country worldwide. The impact of this drive will be positive on the upcoming generations. This practice will generate a consciousness about the cleanliness and heathy surroundings in the student teachers.

Second Practice: https://www.kautilyacollege.com/uploads/img/Second_Best_Practice.pdf

Title: Development of disciplined student teachers having administrative and leadership qualities in them.
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.

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 Science, 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 like girl child foeticide, dowry, etc. The institution tries to imbibe cleanliness in the nature of student teachers by involving them to clean their surroundings at the end of the day and also motivate them to have a hygienic environment. Apart from the curriculum, the institution tries to produce student teachers having good citizenship qualities.

5. CONCLUSION

Additional Information :

NIL

Concluding Remarks :

The institution lays emphasis on women education. It is striving hard to groom the girl student teachers, embolden them, make them independent and prepare them to face challenges of life. The prospective teachers coming out from this institution will be able to shape the upcoming generations effectively. The institution focuses on providing all round, relevant and comprehensive education to student teachers in an environment that impresses upon ethics, values and mutual respect.