# YEARLY STATUS REPORT - 2020-2021

## Part A

## Data of the Institution

**1.Name of the Institution**    **RAJASTHAN SHIKSHAK PRASHIKSHAN VIDYAPEETH**

- Name of the Head of the institution    **Dr. Manoj Kumar Sharma**

- Designation    **Principal**

- Does the institution function from its own campus?    **Yes**

- Alternate phone No.    **01412671967**

- Mobile No:    **01412671967**

- Registered e-mail ID (Principal)    **info@rspv.org**

- Alternate Email ID    **rspv.iqac.org@gmail.com**

- Address    **Shahpura Bagh, Amer Road**

- City/Town    **Jaipur**

- State/UT    **Rajasthan**

- Pin Code    **302002**

**2.Institutional status**

- Teacher Education/ Special Education/Physical Education:    Teacher Education

- Type of Institution    **Co-education**

- Location    **Urban**

- Financial Status  **Self-financing**

- Name of the Affiliating University  **University of Rajasthan and JRRSU**

- Name of the IQAC Co-ordinator/Director  **Dr. Manisha Sharma**

- Phone No.  **01412671967**

- Alternate phone No.(IQAC)  **Nil**

- Mobile (IQAC)  **8890888908**

- IQAC e-mail address  **rspv.iqac.org@gmail.com**

- Alternate e-mail address (IQAC)  **Nil**

## 3.Website address

http://rspv.org

- Web-link of the AQAR: (Previous Academic Year)

http://rspv.org/wp-content/uploads/AQAR-2019-20-New.pdf

## 4.Whether Academic Calendar prepared during the year?

**Yes**

- if yes, whether it is uploaded in the Institutional website Web link:

http://rspv.org/wp-content/uploads/RSPV-Calendar-2020-21-6.pdf

## 5.Accreditation Details

| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
|-------|-------|------|----------------------|---------------|-------------|
| Cycle 1 | C | 1.74 | 2010 | 04/09/2010 | 28/11/2013 |
| Cycle 2 | B | 2.23 | 2014 | 21/02/2014 | 20/02/2019 |

## 6.Date of Establishment of IQAC

**13/01/2010**

## 7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount |
|---------------------------------|--------|----------------|-----------------------------|--------|
| Nill | Nill | Nill | Nil | 0 |

## 8.Whether composition of IQAC as per latest NAAC guidelines

**Yes**

- Upload latest notification of formation of IQAC

[View File](#)

**9.No. of IQAC meetings held during the year** **4**

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **No**

- (Please upload, minutes of meetings and action taken report)

[View File](#)

**10.Whether IQAC received funding from any of the funding agency to support its activities during the year?** **No**

- If yes, mention the amount

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

Implement suggestions received from NAAC peer team to improve the quality of Academic Research. Efforts to wake classes more regular effective to develop critical and analytical approach in students. Analysis of each course on the basis of feedback of students and analysis of result communicating it to the respective Head of department for improvement. Effective use of ICT in teaching is encouraged. Took the imitative towards updating the faculty, staff and students in there respective areas. To inculcate desirable attitude and values among students. To sensitize students to the needs and challenges of the society. To encourage faculty and students to reach out to the society through program and invited talks.

**12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).**

| Plan of Action | Achievements/Outcomes |
|---|---|
| Lahariya Festival Programme | Awareness about Indian Culture and tradition |
| Teej Festival | Awareness about Indian Culture and tradition |
| FDP Program for Staff | Awareness of ICT among staff |
| Rakhi Making Competition | Creativity in students |
| Krishna Janmasthmi Celebration | Awareness about Indian Culture and tradition |
| Independence Day | Patriotism in students |
| Ganesh Chaturthi Celebration | Awareness about Indian Culture and tradition |
| World Human Rights Day | Awareness among students about human rights |
| Webinar on Swami vivekanand jayanti (Youth Day) | Research activity |
| Online Quiz on Netaji Subhash Chandra Bose Jayanti | Student's right attitude for learning |

**13.Whether the AQAR was placed before statutory body?**     No

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|---|---|
| Nil | Nil |

**14.Whether institutional data submitted to AISHE**

| Part A |
|---|
| **Data of the Institution** |

| 1.Name of the Institution | RAJASTHAN SHIKSHAK PRASHIKSHAN VIDYAPEETH |
|---|---|
| • Name of the Head of the institution | Dr. Manoj Kumar Sharma |
| • Designation | Principal |
| • Does the institution function from its own campus? | Yes |
| • Alternate phone No. | 01412671967 |
| • Mobile No: | 01412671967 |
| • Registered e-mail ID (Principal) | info@rspv.org |
| • Alternate Email ID | rspv.iqac.org@gmail.com |
| • Address | Shahpura Bagh, Amer Road |
| • City/Town | Jaipur |
| • State/UT | Rajasthan |
| • Pin Code | 302002 |
| **2.Institutional status** | |
| • Teacher Education/ Special Education/Physical Education: | Teacher Education |
| • Type of Institution | Co-education |
| • Location | Urban |
| • Financial Status | Self-financing |
| • Name of the Affiliating University | University of Rajasthan and |

|  | JRRSU |
|---|---|
| • Name of the IQAC Co-ordinator/Director | Dr. Manisha Sharma |
| • Phone No. | 01412671967 |
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|---|---|

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|---|---|---|---|---|
| Nill | Nill | Nill | Nil | 0 |

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| • Upload latest notification of formation of IQAC | View File |
|---|---|

| | |
|---|---|
| **9.No. of IQAC meetings held during the year** | **4** |
| • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | **No** |
| • (Please upload, minutes of meetings and action taken report) | [View File]() |
| **10.Whether IQAC received funding from any of the funding agency to support its activities during the year?** | **No** |
| • If yes, mention the amount | |

**11.Significant contributions made by IQAC during the current year (maximum five bullets)**

**Implement suggestions received from NAAC peer team to improve the quality of Academic Research. Efforts to wake classes more regular effective to develop critical and analytical approach in students. Analysis of each course on the basis of feedback of students and analysis of result communicating it to the respective Head of department for improvement. Effective use of ICT in teaching is encouraged. Took the imitative towards updating the faculty, staff and students in there respective areas. To inculcate desirable attitude and values among students. To sensitize students to the needs and challenges of the society. To encourage faculty and students to reach out to the society through program and invited talks.**

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| Webinar on Swami vivekanand jayanti (Youth Day) | Research activity |
| Online Quiz on Netaji Subhash Chandra Bose Jayanti | Student's right attitude for learning |

**13. Whether the AQAR was placed before statutory body?**  No

- Name of the statutory body

| Name of the statutory body | Date of meeting(s) |
|---|---|
| Nil | Nil |

**14. Whether institutional data submitted to AISHE**

| Year | Date of Submission |
|---|---|
| 2022 | 27/01/2022 |

**15. Multidisciplinary / interdisciplinary**

National Education Policy (NEP 2020) envisions an education system rooted in Indian ethos that contributes directly to transforming India that is Bharat, sustainably into an equitable

and vibrant knowledge society. The Vision of National Education Policy, to provide high quality education to develop human resources in our nation as global citizens, is well taken by the university.

At Rajasthan Shikshak Prashikshan Vidhyapeeth, Jaipur discussion among the faculty members were initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. In view of the NEP, College has initiated process of establishing new interdisciplinary centres integrating different departments in addition to the existing inter/multidisciplinary research and academics. Academic programmes are redesigned to include Multidisciplinary /Interdisciplinary courses as electives. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered by other Departments.

Rajasthan Shikshak Prashikshan Vidhyapeeth, Jaipur has also started taking appropriate steps and constituted a core committee headed by Principal of the College for effective implementation of National Education Policy-2020. Rajasthan Shikshak Prashikshan Vidhyapeeth, Jaipur being a multidisciplinary university offering programs in various disciplines, has a unique academic governance structure for programs and course creation. The structure being organized around various disciplines makes it conducive to ensure multidisciplinary/interdisciplinary. The college has taken the initiative of ensuring a minimum desired level of multidisciplinary across all its programs. The Rajasthan Shikshak Prashikshan Vidhyapeeth, Jaipur has been and will continue to organize sessions with experts on NEP awareness and process among its teachers and students.

**16.Academic bank of credits (ABC):**

College is Processing a plan for this purpose.

**17.Skill development:**

Presently RSPV has created an eco-system to improve the career skills of the students by establishing CLDs. Skill development is ensured in the students through various methods like-

1. Cell organization coordinators identify the skills needed to achieve graduate characteristics.

2. The programs have skill based experiential learning as a core component of each programme.

3. Vidhyapeeth organizes workshops etc. especially with the aim of imparting precise skills to the students; for example, drawing, music etc.

4. The Vidhyapeeth is making sincere efforts to provide value based education to the learners and make them responsible citizens and ensure social justice and empower the deprived and weaker sections of the society.

5. Skill based projects, field visits and internships in all disciplines are conducted regularly.

- Action plan for further implementation under NEP 2020:

1. Vidhyapeeth will collaborate with industry to provide more skill enhancement courses to enhance employability of the students.

2. Vidhyapeeth will work to provide more skilled manpower to the society with the intention of critical thinking and innovation in management and many such areas.

3. Vidhyapeeth will expand faculty development efforts by training them to adopt effective teaching-learning process and research practices.

**18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

1. Vidyapeeth offers various value-added programs.

2. Various awareness campaigns, road shows and talks are organized to promote our culture and heritage.

3. Various cultural programs are organized regularly on Indian knowledge systems, languages, culture and values.

4. Distinguished teachers are invited to the college as artists and instructors to promote local music, art, language and handicrafts.

Action plan for further implementation under NEP 2020:

1. The Vidyapeeth is also planning to offer some vocational courses in the regional language for better connectivity among all the local students.

2. Proposal to organize programmes to promote our culture, heritage and values.

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

OBE has been adopted by Vidhyapeeth since its inception. Program outcomes, Program Education objectives are being drafted designed and notified for on College website. Course outcome are have been appropriately defined  for each course and are properly mapped and assessed  for calculating the attainment of the same every year and same is used to plan the improvement in academic processes of the  College in forthcoming years. Outcomes are assessed and attainment analytics are used to improve the academic quality.  In future the process outlined above would be further strengthened and attainment levels will continue to be monitored closely to modify the pedagogy and /or the evaluation, in line with NEP 2020 objectives.

**20.Distance education/online education:**

The National Education Policy 2020 envisions a complete overhauling of the higher education system to overcome constraints that prevent equity, inclusion and diversity. The policy propagates that HEIs that fulfil stipulated criteria should offer ODL and online programmes so as to reach out to geographically and socio- economically disadvantaged groups.

## Extended Profile

**2.Student**

| 2.1 | 401 |
|---|---|
| Number of students on roll during the year | |

| File Description | Documents |
|---|---|
| Data Template | [View File](#) |

| 2.2 | 250 |
|---|---|
| Number of seats sanctioned during the year | |

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year: | 250 |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.4 Number of outgoing / final year students during the year: | 144 |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.5Number of graduating students during the year | 144 |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

| 2.6 Number of students enrolled during the year | 186 |
|---|---|

| File Description | Documents |
|---|---|
| Data Template | View File |

## 4.Institution

| 4.1 Total expenditure, excluding salary, during the year (INR in Lakhs): | 39.4152 |
|---|---|
| 4.2 Total number of computers on campus for academic purposes | 42 |

## 5.Teacher

| 5.1 | 33 |
|---|---|

Number of full-time teachers during the year:

| File Description | Documents |
|---|---|
| Data Template | [View File](#) |
| Data Template | [View File](#) |

| 5.2<br><br>Number of sanctioned posts for the year: | **33** |
|---|---|

# Part B

## CURRICULAR ASPECTS

### 1.1 - Curriculum Planning

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

**The institute follow the guidelines for curriculum as advised by the University of Rajasthan. The curriculum planning committee also formed in the institute for regular follow-up, mentoring and reviewing the procedure of applying. The curriculum planning committee held some meetings on regular time intervals to do all the evaluation regarding the curriculum. Curriculum plays most important role in the overall development of student teacher; therefore, the curriculum planning committee develop an effective approach to regulate the curriculum and take such decision like to organize orientation programme in the starting of every academic session to make familiar students with the institute and its management. committee also plan an academic calendar for whole session with IQAC. The committee plan and emphasise on execution of activities like group discussions, debate, innovative methods of teaching, integration of ICT in teaching-learning process, effective presentation skill development methods, webinars, seminars, workshops regarding different relevant topic of syllabus, cultural activities, inter and intra college competitions, project works etc. The institute also provide the environment to students for develop the social skills, co-operative skills, leadership quality and professional competency through various activities. For reviewing the curriculum execution committee take feedback of students, teachers and stakeholders in regular intervals.**

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

| | |
|---|---|
| **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 year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni** | C. Any 3 of the above |

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

| | |
|---|---|
| **1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which** | C. Any 2 of the Above |

**are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| URL to the page on website where the PLOs and CLOs are listed | https://rspv.org/wp-content/uploads/PLO-CLO-Document.pdf |
| Prospectus for the academic year | View File |
| Report and photographs with caption and date of student induction programmes | View File |
| Report and photographs with caption and date of teacher orientation programmes | View File |
| Any other relevant information | View File |

## 1.2 - Academic Flexibility

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

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

03

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | View File |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | View File |
| Any other relevant information | 0 |

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

**02**

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

**02**

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

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

**147**

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

**147**

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

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

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

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

00

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

0

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

**1.3 - Curriculum Enrichment**

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

**The institution believes in providing opportunities to the students to acquire and demonstrate knowledge, skills, values and attitude related to various learning areas. Which provide positive effects to both in terms of education and sectoral development according course in critical thinking, communication skill, collaboration with others etc. are offered by the Institution. Various types of awareness activities are conducted by the institutions which are as following-**

**Seminar-A seminar is a meeting where a group of people discuss a problem or topic.**

**Webinar - A webinar is an online event that is noted by an organisation/company and broadcast to a select group of individuals through their computer via Internet.**

**Micro teaching-Practice teaching in which a student teacher teaching of a small class for a short time is videotaped for subsequent evaluation.**

**Questionnaire skill- Questionnaire will help you look at some of your academic skill, and give you a general idea of how you view your abilities.**

**Group discussion-A discussion involving a number of people who are connected by some shared activity interest or quality.**

**Role play-Role play exercise gives students the opportunity to assume the role of a person are act out a given situation.**

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

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

perspective

The institution believes in the overall development of the student. Different types of environments are created in the institution to teach and develop the students and to promote their skills. The institution uses the following norms and standards as provided by the University of Rajasthan assessment of students is also done as per the guidelines provided by the University. During the internship program, students are assessed on the basis of diary prepared (lesson plan, sessional work) by the students and internal examinations. Apart from these other activities are also conducted to evaluate the students like:

Daily Lesson Plan- A Lesson Plan is a teacher's guide for facilitating a lesson. It typically includes the goal.

Micro Teaching -Micro Teaching-Practice teaching in which a student teacher teaching of a small class for a short time is videotaped for subsequent evaluation.

Sessional Work- Sessional work teachers' education is of great significance because it ensures the professional preparation of prospective teachers.

Internal Exam-Internal exam is the exam that is usually conducted by the faculty of your college. The papers for the internal exam are set by the faculty and also corrected by the faculty.

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

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

In teaching field students have to develop skills to be up to date and be competent, so college staff use many methods to develop

professional skills in students. The staff provide healthy environment for teaching learning process through various activities like group discussion, lesson plan presentation and many group activities.

Teaching skills are developed in students through micro teaching and lesson plan. Students make 30 lesson plan and 5 innovative lesson plans according to pedagogy subject. Experts are also invited to deliver lectures to describe the methods of preparing micro and macro lesson plan, practice teaching. Students teachers participate in block teaching and play a teacher's role in real situation and conduct different classroom activities, assembly arranging, sports events and annual day celebrations etc.

Various activities like self-awareness, social activities, motivational lectures, debate competitions, group discussions, quiz competition etc. are conducted to develop emotional intelligence, logical thinking, effective teaching and cooperative attitude among the trainees. By dividing the trainees into different houses, various competitions are organized to develop healthy competition among them. Along with this trainee are also sent to participate in various inter college competitions. According to government guidelines the students also go for internship in various government schools.

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | [View File](#) |
| Any other relevant information | No File Uploaded |

## 1.4 - Feedback System

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

| File Description | Documents |
|---|---|
| Sample filled-in feedback forms of the stake holders | [View File](#) |
| Any other relevant information | No File Uploaded |

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

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

## TEACHING-LEARNING AND EVALUATION

## 2.1 - Student Enrollment and Profile

## 2.1.1 - Enrolment of students during the year

**186**

## 2.1.1.1 - Number of students enrolled during the year

**186**

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

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

**147**

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

**131**

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

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

**8**

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

**8**

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

## 2.2 - Honoring Student Diversity

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

**At the time of admission to the session 2020-21 in Rajasthan Shikshan Prashikshan Vidhyapeeth, Jaipur to know the learning requirements of the students, an entrance program is organized for them immediately after the admission, asking them to first**

introduce them to know the characteristics, weaknesses and skills of the students. In which the child is asked to tell his name about his educational abilities, interests, creative skills, from which the ability is revealed about him superficially. After this, an oral examination is taken from the children, through which the special abilities of the child are known. By penning all the information, it is decided in which particular areas to encourage the children in future, so that by giving special help to the children on the basis of their abilities, they can be inspired to touch new dimensions of heights for them in future. By identifying the children and getting their bridge courses done so that these children can also come at par with other children, through all these activities, additional skills can be developed along with employment oriented training to the children in future.

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Relevant documents highlighting the activities to address the student diversities | View File |
| Reports with seal and signature of Principal | View File |
| Photographs with caption and date, if any | View File |
| Any other relevant information | **No File Uploaded** |

| **2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity** | **One of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Relevant documents highlighting the activities to address the differential student needs | View File |
| Reports with seal and signature of the Principal | View File |
| Photographs with caption and date | View File |
| Any other relevant information | **No File Uploaded** |

**2.2.4 - Student-Mentor ratio for the academic year**

**12:1**

**2.2.4.1 - Number of mentors in the Institution**

**33**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Relevant documents of mentor-mentee activities with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

## 2.3 - Teaching- Learning Process

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

**Teaching learning process in Rajasthan Shikshak Prashikshan Vidhyapeeth is based on multiple mode approach teaching-learning. Most of the teacher used students extract participatory and constructive followed by cooperative methods, problem solving and focused group discussions to encourage student's participation in teaching learning process. Brain storming technics is used to focused student's attentions and work together for problem solving and conducting the projects related to various topics. Due to CORONA online mode of teaching and learning was profusely used for the completion of courses enrichment through extension lecture and organisation of webinars. For the development of teaching skills micro teaching workshops. Workshops for the preparation in used of teaching aid, workshop for using the smart boards and preparation of PPTs for and to developed pedagogical inputs among the student teachers were also conducted through direct mode. For maximize the students participation, workshops have been organised for making teaching aids, to practises micro teaching skills. Learning and teaching through the use of smart boards, PPT based class room teaching. Labs like language lab, ET lab, and computer lab are planned for conducting experiential learning. Focused interaction groups were operated for enhancing students participation and level of confidence in the class teaching process.**

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

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

0

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Link to LMS | http://rspv.bestbookbuddies.com/ |
| Any other relevant information | **No File Uploaded** |

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

400

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Programme wise list of students using ICT support | View File |
| Documentary evidence in support of the claim | View File |
| Landing page of the Gateway to the LMS used | View File |
| Any other relevant information | View File |

| | |
|---|---|
| **2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports** | **Four of the above** |

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations | View File |
| Geo-tagged photographs wherever applicable | View File |
| Link of resources used | https://www.youtube.com/channel/UCveJSb_LXe_6m6GT01W3tUg |
| Any other relevant information | No File Uploaded |

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

For improving studentachievements to develop professional attributes in them most of the teachers are working as mentors it helps in the all-round development of students and teachers. Mentoring responsibilities are performed by the teachers as team members which are for addressing the different levels of the achievements of pupil's teacher and take care of their diversified qualities and character sticks. Required help is given by authorities and faculty members work together with each other. This also most important institute to keep the pupil teachers appraised with recent developments on various topics to upgrade and update the knowledge and understanding of students. In this session many webinars on the themes related to National Education Policy 2020. A series of extension lecture has been organized on the topics i.e. self-learning creating stress free environment for the students and faculties. Authority also organise many function get together programs ease the work environment provision of leaves and facilities for attending academic seminars and webinars are provided to the faculties for their academics. Faculty development programs are organised for updating the skills on attitudes of teachers. Interaction with parents of students, visits of other sister institutes are organised to share the experiences of each other.

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

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

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

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

**Evaluation of students on the basis of examinations is an integral part of teaching-learning process. Classroom exams are conducted to evaluate the proficiency of the students in particular subjects. The student's subject knowledge, general awareness and vocabulary skills, ,are assessed through group discussion and marks are awarded according to participation and performance. Pronunciation skills are assessed through various language based programmes. At the time of admission in RSPV for the session 2020-21, in order to know the learning needs of the students, an admission program is organized for them immediately after admission in which the students are informed about their educational qualifications, interests, creative skills. The potential is revealed on the surface. After penning down all the**

information, it is decided that in which area the children should be encouraged in future, so that by giving special help to the children on the basis of their ability, they can be inspired to touch new heights for them in future. , By identifying the children and getting their bridge courses done so that these children can also come at par with other children, through all these activities, additional skills can be developed with employment oriented training to the children in future.

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

## 2.4 - Competency and Skill Development

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

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

| | |
|---|---|
| **2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and** | Six/Seven of the above |

**competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement**

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

| **2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback** | **Two of the above** |
|---|---|

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Details of the activities carried out during the academic year in respect of each response indicated | View File |
| Any other relevant information | **No File Uploaded** |

| 2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales | Three of the above |
|---|---|

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Samples prepared by students for each indicated assessment tool | View File |
| Documents showing the different activities for evolving indicated assessment tools | View File |
| Any other relevant information | No File Uploaded |

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

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

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

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

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

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

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

The concept of internship Introduced in two year B.Ed. course. The aims of internship programme are to incorporate teaching skill

among the students. It is an effective wave to give training to the students. Teachers in real work. It gives them an opportunity to integrated theory and practice plan and deliver lesson properly,the critically analyse their on a peers teaching study and improve then and in the light of feedback given by supervisor. It also give them opportunity to understand different aspects of school programme and improve their skills and ability in teaching profession in their process students first register them self on government portal 'Shala Darpan' with the selected government school of years choice and preference after that the related government officer allot them school. Students brings their allotment later with support document on submit in college. Collegegive them reliving letters.

After reporting in school collage principal on mentors continuing have the conduct with school Principal as well as staff regarding their internship work when the internship period turnover then the data uploaded on Shala Darpan with remark of all students. After all process students come to college and submit hard copy of the letter.

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

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

## 2.4.9.1 - Number of final year students during the academic year

144

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Data as per Data Template | [View File](#) |
| Plan of teacher engagement in school internship | [View File](#) |
| Any other relevant information | No File Uploaded |

| 2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & | Nine/All of the above |
|---|---|

**tests Organizing academic and cultural events Maintaining documents Administrative responsibilities-experience/exposure Preparation of progress reports**

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

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

**The institute uses an effective way to monitor the internship programme. During this internship the students are far away from college but the mentor and all staff use various ways to be in contact with teacher pupils'. The mentor takes online meetings in particular intervals to provide those instructions and guidance about teaching and also hear their problems regarding classroom interaction in school. Mentors also provide the guidance to cop-up the real classroom situation. The teachers take feedback from school teachers and principals by contacting them from time to time. The feedback gets analysed by the teachers and makes improvement in students by providing them appropriate counselling to develop professional competence. The students are also in contact with their college staff teachers through whatsapp or with any other formats.**

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

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

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

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

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

## 2.5 - Teacher Profile and Quality

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

33

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

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

**5**

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

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

**33**

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

**265**

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

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

**The institute provides a healthy environment to teachers to make themselves professionally updated. The institute organizes so many**

faculty development programmes to give them opportunities to develop professionally competently. The college also organizes activities like inhouse teacher competition, group discussion on various recent issues related to education, quiz competition, group tasks, outreach activities, colleagues evaluation work, etc. In college so many activities like mastery learning , pair and share the knowledge activity, professional updation programmes like webinars, workshops, symposium, guest lectures, teacher collaboration with other institutes, teacher training programmes, online teaching material development skill activity, video lecture and video shoot activity and etc. All teachers share their knowledge with colleagues through interaction during different activities. teachers also encouraged to take participate in national and international seminar or workshop as outreach activities. Hence the institution's provisions are effectively provide the healthy and encouraged environment to be competent as professionally.

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

## 2.6 - Evaluation Process

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

Continuous Internal Evaluation (CIE) is done on the basis of assignments, mid term tests and pre-university tests for every course. The marks obtained by students in the CIE process comprises 20% weightage for their university grading. CIE system at institute is


1. The internal marks evaluation scheme is conveyed by HOD to the students. the syllabus, COs, POs and exam pattern discussed with students in the starting of the session.


2. Internal marks are given on the basis of the students performance in MTT, PUT, marks of assignments, participation in different activities like,

competition,workshop,seminars,internship,sports etc., regularity of attendance and efforts taken by student to improve her performance.


3. Being an affiliated institute, university reforms are followed by the institute.


4. Practical work assessment also done by evaluation of different lesson plan diary, pre viva, criticism lesson plan, innovative methods of lesson plan presentation.


5. Daily assessment is done on the basis of preparedness and promptness towards given daily classroom tasks.

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

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

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

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

The academic performance of the students is evaluated throughout the session by the teachers for upgrading and improving the academic performance of the students. and for this, time to time internal evaluation mechanism is followed by the college as per Rajasthan University guidelines. Sessional exams and group discussion, presentation, and viva voice are conducted per the time schedule prepared by the examination committee and the students are well informed in advance for the preparation of their exam. After the completion of the exam the answer sheets are examined by the teachers and evaluated and these are shown to the students to maintain transparency. if there is any grievance with reference to evaluation, it is redressed on the spot in the following ways:

1. examine the answer script again.

2. checking the total marks awarded.

3. unmarked questions, if any are marked.

4. rectifying the results sheet properly after students' complaints

And finally, the result is displayed by the departmental head within 15 days. Thus in this manner, the college tries to maintain the transparency, efficiency and time for conducting the internal examination in college.

| File Description | Documents |
|---|---|
| Academic calendar of the Institution with seal and signature of the Principal | [View File](#) |
| Any other relevant information | **No File Uploaded** |

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

**It is necessary to make the evaluation program cooperative, practical and definite. Of course, for implementing any kind of comprehensive evaluation program, it is necessary to develop a system in any institution. Keeping this objective in mind, evaluation program and evaluation program committee (Examination Committee) has been constituted in Rajasthan Shikshak Prashikshan Vidyapeeth also in the past sessions. An evaluation mechanism is developed through the combined efforts of the evaluation committee and staff members. Institutional assessment program and classroom assessment program are made for the purpose of implementing the evaluation program in practice. Which has been implemented following the following sequential steps.**

**1. Determination of Objectives of Evaluation Program**

**2. Selection of Measuring Instruments**

**3. Administration of Measuring Instruments**

**4. Marking of Measuring Instruments**

**5. Analysis and Interpretation of Scores**

**6. Application of the obtained results**

**7. Remedial Program through Re-examination**

**8. Preparing suitable records and records**

## 2.7 - Student Performance and Learning Outcomes

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

**The teaching learning process of the institution of the**

institution is aligned with the stated PLO and CLOs

Respond

Under program learning outcomes and course learning outcomes, learners have such abilities, skills by which students can articulate or combine their ideas and bring them into action the college, such educational experiences are provided to the trainees by whom they can use their innovative ideas, their skills, and abilities in the field of teaching and in other areas of life. For this along with teaching the subject in the class , the students are also made eligible for other post teaching activities for this their teaching skill are improved through micro-teaching of trainees and teaching and re-teaching masters skills.

So that in future when he teaches in school. He should have skill along with subject knowledge so that his teaching work is of high standard after learning all the skills lesson plan is taught so that teaching skills subject proficiency confidence can come.

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

## 2.7.2 - Pass percentage of Students during the year

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

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

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

**In the context of cognitive and vocational characteristics in the college, the following learning tasks and methods in the progress of the students under this, every year students are proficient in other extra-curricular activities in addition to subject related knowledge so that the overall development of the students can be done at the cognitive and professional level.**

**With the admission of the student in the college, the process of his development starts, first of all, in the prayer meeting, the students are called and encouraged to tell a good idea or a story, a story so that self-confidence can develop in the students as well. In Prayer, It is also told daily about general knowledge that which is very important for future competition in the professional field.**

| File Description | Documents |
|---|---|
| Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved | [View File](#) |
| Any other relevant information | **No File Uploaded** |

**2.7.4 - Performance of outgoing students in internal assessment**

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

**99**

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

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

Students' performance on various assessment tasks indicating how well their initially identified learning needs are met

The merit list of all the children are different from each other. The learning needs of every child are also different, according to their own learning needs, when the performance of the child is evaluated, it is known whether the child has achieved according to the needs due to this reason He is given proper training. It is relevant to give information about current events according to the needs of the present times, general knowledge in the field of education, for this it is presented daily at the place of prayer so that children can update themselves with the current information for both. For the needs of freedom and expression, children are invited to the prayer space to recite motivational topics, informational questionnaires, stories, poems as well as through seminars, debate competitions, Sanskrit speeches.

Children are made to make lesson plans and express them in a confident and effective manner, sports is the physical, mental need of all students for which a period is prescribed for sports, sports competitions are also organized SUPW Camp in which prizes are given out to the winning students.

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

## 2.8 - Student Satisfaction Survey

## 2.8.1 - Online student satisfaction survey regarding teaching learning process

0

## RESEARCH AND OUTREACH ACTIVITIES

## 3.1 - Resource Mobilization for Research

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

0

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

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

0

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

| | |
|---|---|
| **3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research** | **Three of the above** |

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Institutional Policy document detailing scheme of incentives | View File |
| Sanction letters of award of incentives | View File |
| Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal | View File |
| Documentary evidence for each of the claims | View File |
| Any other relevant information | No File Uploaded |

| | |
|---|---|
| **3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports** | One of the above |

| File Description | Documents |
|---|---|
| Documentary evidences in support of the claims | View File |
| Details of reports highlighting the claims made by the institution | View File |
| Reports of innovations tried out and ideas incubated | No File Uploaded |
| Copyrights or patents filed | No File Uploaded |
| Any other relevant information | No File Uploaded |

## 3.2 - Research Publications

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

02

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

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

**01**

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

**3.3 - Outreach Activities**

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

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

**01**

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

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

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

**123**

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

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

**165**

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

**165**

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

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

RSPV Jaipur provides research and education as well as conducts extension activities in the Vidhyapeeth to contribute to the socio-cultural and welfare and betterment of the society and the institute .

To continue the same sequence, an action plan has been prepared to continue the outreach activities in the session 2020-21, although the situation of lock down due to covid-19 remains in this session, keeping this in mind. Instituteorganize a webinar on the topic "Effect of Corona epidemic on teaching-learning process" and "Awareness on AIDS" of different sections and social importance. To give action to this decision, an action plan was prepared, under this action plan, subject experts and prominent speakers were contacted and agreed with them. After getting consent from the subject experts and key speakers, notice was issued by the principal to organize both activities.

During both activities Dr. Manisha Sharma give her infomative inputs those are beneficial for students as well as faculty member and other participants.

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

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

0

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

**3.4 - Collaboration and Linkages**

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

28

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

28

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| List of teachers/students benefited by linkage – exchange and research | View File |
| Report of each linkage along with videos/photographs | View File |
| Any other relevant information | View File |

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

0

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

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

**innovative practice Rehabilitation Clinics Linkages with general colleges**

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

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

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

**The college has adequate facilities for teaching-learning. That is, classrooms, laboratories, sports complex, fitness centre, equipment, computer facilities, sports complex, etc., there is a provision of sufficiently innovative classrooms for teaching, in which all the professors make success in making their teaching system effective by using suitable innovation according to their need.**

**The college campus has its own playground and the trainees living in the hostel in the morning in the fitness sector, by exercising and exercising, try to make their body strong, agile and agile, to remove mental fatigue as well as learn the lesson of staying healthy.**

**In the learning-teaching process, the college has computer lab, ET lab, language lab, science lab, psychology lab, seminar hall, through which training is gaining momentum in a better way. In-charges of all the labs have been appointed so that the trainees do not face any inconvenience in the learning process in the subject.**

**Along with this, in order to develop creativity and to learn many types of arts, there is a well-equipped music room near the college and in the art and music room, experienced musicians, artists and instrumentalists work to provide training to the trainees.**

| File Description | Documents |
|---|---|
| List of physical facilities available for teaching learning | [View File](View File) |
| Geo-tagged photographs | [View File](View File) |
| Any other relevant information | **No File Uploaded** |

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

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

**8**

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](View File) |
| Geo-tagged photographs | [View File](View File) |
| Link to relevant page on the Institutional website | https://rspv.org/ |
| Any other relevant information | **No File Uploaded** |

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

**3**

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

**4.2 - Library as a Learning Resource**

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

**Software – COHA**

**Id- admin**

**Password- librspv@2021**

**Website- rspvstaff.bestbookbuddies.com**

**Rajasthan Shikshak Prashikshan Vidhyapeeth has a huge library of its own, keeping an important identity for the help of the trainees. All the books of the university level are present along with the teaching methods and methodologies of all the subjects including material related to teaching and training, various types of teaching aids books are also in the library every year according to the latest syllabus and books of teaching methods and latest innovations by the Vidhyapeeth.**

**The library is an air-conditioned study area for the trainees. Where the child keeps on increasing his knowledge day by day by using the material according to his need. Due to which he will be able to face the difficulties of the coming future.**

**The library in Vidhyapeeth is situated in the midst of a free and clean environment. Whose environment is clean and peaceful. Where children keep on getting interesting and general information by studying new newspapers and magazines along with their subject related material. Trainees also get other important information through daily newspapers. By which they get information about upcoming competitive exams in their future.**

| File Description | Documents |
|---|---|
| Bill for augmentation of library signed by the Principal | [View File](#) |
| Web-link to library facilities, if available | http://rspv.bestbookbuddies.com/cgi-bin/koha/opac-memberentry.pl |
| Any other relevant information | **No File Uploaded** |

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

**Rajasthan Shikshak Prashikshan Vidhyapeeth Library is a digital library. Where students take advantage of the study according to their convenience and according to the course. Various types of newspapers and magazines are also available in the library. Which serves to enhance the knowledge of the learner. There is a**

**separate proper seating arrangement for boys and girls.**

**According to the present time, an experienced computer operator has been appointed by the Rajasthan Shikshak Prashikshan Vidhyapeeth, Jaipur to help the librarian, with the help of which the information of new magazines and magazines can also be received online with the help of internet. According to the library rules, the trainees enter and leave the library only after registering their presence in the inward and outgoing register according to their period.**

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

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

**One of the above**

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

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

**0.7**

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

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

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

**34**

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

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

**as gifts to College**

| File Description | Documents |
|---|---|
| Data as per Data Template | [View File](#) |
| Any other relevant information | [View File](#) |

## 4.3 - ICT Infrastructure

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

Net Connection name: Jaipur Telicom District. (BSNL)

Daily consumption: 15GB

Speed : 300mbps

Net connectivity with ICT facilities is also available in Rajasthan Shikshak Prasikshan Vidhyapeeth. The entire campus is connected with Wi-Fi. No problem should be faced while doing any kind of online work, and the work can be done quickly and easily. The Vidhyapeeth campus has Airtel net and Wi-Fi connection.

Cyber secure initiative has taken by institute:

1. maintenance of server logs,round the clock CCTV monitoring of server room

2. website-secure hosting, use of secure protocols (HTTPS)

3. use of official email addresses for communications

4. secure database for exam purposes-question paper bank database is encrypted

5. individual login credentials for staff and students, licensed software and policy to promote free and open-sources software.

Effective utilization of infrastructure is ensured through appointment of adequate and well qualified lab technicians/system administrators. Renewal of AMC is done at the beginning of the academic year for the deployed Software applications, UPS-Generators. The institute has always been reviewing the current needs and accordingly the internet bandwidth is upgraded.

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

## 4.3.2 - Student – Computer ratio during the academic year

**6 : 1**

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

| | |
|---|---|
| **4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:** | **C. 250 MBPS – 500MBPS** |
| **4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit** | **Two of the above** |

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Link to videos of the e-content development facilities | https://www.youtube.com/channel/UCveJSb_LXe_6m6GT01W3tUg |
| List the equipment purchased for claimed facilities along with the relevant bills | View File |
| Link to the e-content developed by the faculty of the institution | https://www.youtube.com/channel/UCveJSb_LXe_6m6GT01W3tUg |
| Any other relevant information | No File Uploaded |

## 4.4 - Maintenance of Campus and Infrastructure

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

0.5

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

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

The College has procedures and policies for maintaining and using the physical and educational process, supporting facilities, laboratories, libraries, sports complexes, computer rooms, smart classes, etc. All the computers are maintained site data. The computer is equipped with a scanner and a printer in the laboratory. Because students do different things. GTS software like jio-media Q-GTS which is updated with all. Geography Laboratory also has separate Wi-Fi internet connection. The department also maintains a library. Including basic books and

some references. The tests are done in the psychology laboratory. Students can issue material from the department by submitting their code. While teaching equipment can be signed in the laboratory register of the department before issuing any equipment, in addition to sports, physical exercises, yoga training is also conducted. So that the student remains physically healthy. Sports like badminton, kabaddi, table tennis, chess etc. are conducted. In case of any equipment failure, an application has to be submitted to the Principal. On the basis of which quotations are called from different places. Arrangements are made to get the equipment repaired on the basis of quotation.

| File Description | Documents |
|---|---|
| Appropriate link(s) on the institutional website | https://rspv.org/ |
| Any other relevant information | View File |

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

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

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

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

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

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

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

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

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

**5.2 - Student Progression**

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

| Number of students placed as teachers/teacher educators | Total number of graduating students |
|---|---|
| 10 | 136 |

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

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

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

01

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

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

04

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

## 5.3 - Student Participation and Activities

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

**Rajasthan Shikshak Prashikshan Vidhyapeeth, Jaipur does not have Student council register, but a cell is maintained here and through this committee, old students meet with new students, in which old students share their experiences with new students. Negotiation skills are taught by this committee. The new students are motivated by the old students to go to new employment and government service for their living. The problems faced by the old students in reaching their goals are also conveyed to the new students. Familiarize yourself with the environment of the organization. Student council gave their support for welfare student. The newcomers are motivated in a psychological way. Keeping the above things in mind, the committee works on them.**

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

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

**10**

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

## 5.4 - Alumni Engagement

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

**Rajasthan Shikshak Prashikshan Vidhyapeeth, Jaipur does not have Alumni Association register, but a cell is maintained here and through this committee, old students meet with new students, in which old students share their experiences with new students. Negotiation skills are taught by this committee. The new students are motivated by the old students to go to new employment and government service for their living. The problems faced by the old students in reaching their goals are also conveyed to the new students. Familiarize yourself with the environment of the organization. The newcomers are motivated in a psychological way. Keeping the above things in mind, the committee works on them.**

**By conducting the above works in the college, important contribution is made by the Alumni Association.**

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

| | |
|---|---|
| **5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum** | One/Two of the above |

| | |
|---|---|
| **development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support** | |

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

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

**05**

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

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

**The 'Alumni Association of Rajasthan Shikshak Prashikshan Vidhyapeeth, Jaipur' provides dedicated support in all activities of the institute. • Short lectures on Soft Skills, Spoken English, Personality Development and skills to face Interviews, Resume Writing, basic Computer study in ICT lab. • The Alumni members are invited in faculty development programme • The Alumni placement cell is a cell that guides the post graduates on educational, vocational or personal basis. • Alumni helps in pre Internship of new students as they tell them the nature in schools and**

**everything related to it. • Campus development. • Active members of various academic and administrative bodies of the Alumni also help the students in many ways. • The institute takes feedback from all Alumni members in surveys that motivates the students. • Provide counseling to students for employment. • They are also active in IQAC cell. • Act as judges in cultural and sports competitions. • Actively help in organization and management of extensive outreach activities of the Institute. • Alumni give their creative ideas for printing of magazines, conference proceedings, and brochures.**

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | [View File](#) |
| Any other relevant information | **No File Uploaded** |

## GOVERNANCE, LEADERSHIP AND MANAGEMENT

## 6.1 - Institutional Vision and Leadership

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

**Rajasthan Shikshak Prashikshan Vidhypaeeth, Jaipur Provides an Eco-system for Benefit of the society through its various courses & Activities the objectives is institute is to have to all-round development of all its stakeholders i.e. the alumni, the faculty members & the students.**

**The Vision & Mission of the institute reflex the outcome of students and faculty members based on their participation in curricular & co-curricular activity at the institute which intern transforms the students for effective participation at all levels.**

**The Institute follows of a hierarchical tree likes structure where the rolls and responsibility of every individual is defined.**

**The Governing body provides a transparent environment which promotes healthy communication and zeal to work towards betterment of organization.**

**The organization structure also controls and maintains the quality of all the decisions and planning through formation of IQAC which**

is responsible for assuring the quality in every frame. The decisions taken by IQAC.

**Librarian:**

He responsible for selecting developing cataloging and classifying library resources.

**Account Officer:**

He looks after the financial resources of the institute.

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

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

The leadership at the college level and within the constituent units ensured the development of a robust management system, its implementation and continuous apart from creating system for identifying organizational needs and for fulfilling them. The organizational structure is as follows:-

- President – Takes meetings regularly to discuss and take various decisions for the enhancement of the institution.
- Secretary – Works and coordinates for the growth enhancement of the organization.
- Principal – As Head of the Institution, He shall exercise his authority for institution building.
- IQAC – IQAC takes the sole responsibility of enhancing prosperity and viability of institution by remaining vigilant about the quality of the education and other aspects.
- Head of the Department – HoD is the programme coordinator

their responsibility includes managing resources, repute for the benefit of the faculty and students.

- **Faculty Member** – They ensure effective curriculum delivery along with participation and organize various technical and non-technical activities.
- **Placement Officer** - It responsible for training and placement related issues of the campus.
- **Staff** – Teaching and Non-teaching Staff members work for the smooth functioning.
- **Students** – They organize and participated in teaching learning and co-curricular activities under the guidance of their mentors.

| File Description | Documents |
|---|---|
| Relevant documents to indicate decentralization and participative management | [View File](#) |
| Any other relevant information | **No File Uploaded** |

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

Rajasthan Shikshak Prashikshan Vidhyapeeth, Jaipur maintains complete transparency in its financial, academic, administrative and auxiliary function by clearly defining its vision, mission, objectives and procedures and disseminating them at all levels. Proper procedure is strictly followed according to govt. norms. The annual academic plan, is prepared in advance, communicated and displayed by the respective bodies.

Transparency in Academic Function

RSPV strictly adheres to the academic calendar that details the various activities in advance. Admission is directed by government of Rajasthan at PTET website.

There is provision for remedial classes and grievance redresser system. The Internal & External examinations are conducted as per the university notification.

Transparency in Administrative Functioning

Recruitment & staff promotions are undertaken with utmost transparency. Applications for various teaching & non teaching

staff are received and processed promptly. Notice, Govt. regulations and amendments are promptly placed before the concerned bodies.

Transparency in Financial Functioning

RSPV strictly follows all the rules and regulations of government of India. All expenditure proposals undergo strict financial secreting at various levels including finance committee and governing body. All its purchases are made in a transparent manner.

Annual Budget, annual audit are prepared and placed before the finance committee and governing body.

| File Description | Documents |
|---|---|
| Reports indicating the efforts made by the institution towards maintenance of transparency | [View File](#) |
| Any other relevant information | No File Uploaded |

## 6.2 - Strategy Development and Deployment

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

Strategic Plan

The institution has a unique culture of aiming high and accomplishing the same through its continuous pursuit for excellence. The strategic plans and perspective plans are developed in consulting with various stakeholders of institution, experts, principal and head of the department, perspective of the institution. These plans are reviewed from time to time check the practicality and visibility.

Following are the important components of the strategic plan-

1. To be recognized as an institution of excellence in academics.
2. Contributes significantly towards students' progression.
3. To serve the society through extension and community services.

Perspective Plan

Based on the strategic plans, institution has a perspective plan of development. This plan is made as per the requirement of the learners and with a view to cater to the needs of the institution and the society at large.

Following are the major area covered in the plan-

1. Academics
2. Students progression
3. Administration
4. Research
5. Infrastructure
6. Social responsibility

The plans articulated by the management and principal are communicated to the target groups like faculty, students staff and other stakeholders.

| File Description | Documents |
|---|---|
| Link to the page leading to Strategic Plan and deployment documents | http://rspv.org/wp-content/uploads/Strategic-Planning-And-Deployment-Document.pdf |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

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

Administrative Setup:-

The secretary and the principal form the nuclear of the administration with the former being the final authority in all the financial matter. The Principal shares this work and vets all financial projects before the latter and endorses the same.

The Principal is vested with the day to day running of the college. She has her team of senior faculties, HODs, the IQAC coordinator etc., to assist her in the discharge of the work.

Some policies regarding administrative setup, appointment and service rules are as follow:-

Policies relating to recruitment promoting, salary, leave, job

requirement etc:-

- Recruitment of faculty position

For the purpose of recruitment, the procedure to be followed shall be-

1. Advertisement- inviting application up to a particular date.
2. Qualification – as per university norms
3. Interview on a fixed date by the panel of experts.
4. Appointment initially on a provisional basis for a period of 3 month.

Confirmation on the basis of performance & students feedback.

- Salary-As per norms
- Causal Leave –all the employers are eligible for 15 days of causal leave per year at 1 day per month.
- Duty Leave / Academic Leave-It any faculty member is deputed to attend a seminar /training programme by the collage or appointed as external reminder or a member of inspection team by the university He/She shall be considered to be on duty leave/academic leave provided.

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

| 6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students | Three/Four of the above |
|---|---|

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

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

**Various committee/cells/bodies are constituted as per the norms or requirement to oversee academic and administrative operations at the institution.**

**The list of committee is provided as under-**

**1.Admission Committee**

**2.Teaching Practice Committee**

**3.Library Advisory Committee**

**4.Tour Committee**

**5.Alumni Committee**

**6.Examination Committee**

**7.Discipline Grievances Cell Committee**

**8.Time Table Committee/Annual Report/Academic Calendar**

**9.Cultural/Extra Curriculum Committee**

**10.Extension Lecture Committee**

**11.Sports Committee**

**12.News/Letter Publication Committee**

**13.Women Cell/Sexual Harassment Cell Committee**

**14.Managing/Academic/Planning Committee**

**15.Internal Assessment Committee**

**16.Guidance & Counselling Cell Committee**

**17.Academic Linkage & Community Service Cell Committee**

**18.Feedback From Student Regarding Teaching Learning Process (Analysis Cell Committee)**

**19.Research & Journal Publication Committee**

**20.Anti-Raging Committee**

**21. Placement Committee**

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

## 6.3 - Faculty Empowerment Strategies

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

**The institution has following effective welfare measure-**

1. **Sponsorship for participating in seminar & workshops.**
2. **Motivation for higher studies and online courses.**
3. **Sponsorship for journal publications.**

- **Causal Leave- All employee is eligible for 15 days of casual Leave per year at one day per month during the academic year.**
- **Study Leave –Study leave may be granted to a permanent whole time teacher to pursue a special line of study or research directly related to his or her work in the university.**

- **Maternity leave- Three month paid maternity leave for women staff.**
- **For Non-Teaching staff institution conduct time to time required skill courses.**
- **Institution celebrateevery festival like Diwali, Holietc.**
- **Institution appreciate faculties by cash incentives those result are above 90%.**

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

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

0

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

## 6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

**02**

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

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

**02**

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Copy of Course completion certificates | View File |
| Any other relevant information | View File |

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

**Institution has performance appraisal system for teaching and non teaching staff.**

1. **The institution or management evaluates teachers based on teaching, research and participation in development activities.**
2. **Structural staff revaluation form is filled for each faculty member for this purpose, wherein the faculty gives the details of his/her performance.**
3. **The self-appraisal form submitted by the faculty is analyses.**
4. **The Head of the department concerned and principal gives their remark on the performance of the faculty members.**
5. **Based on this performance appraisal and feedback from the students & pears, the teachers are given promotions, increments and other facilities.**

6. The staff appraisal method has motivated the faculty to –

- Pursue higher studies
- Publish research papers in reputes journals & books
- Participate actively in all the development programs.

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

## 6.4 - Financial Management and Resource Mobilization

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

Institution conducts internal and external audit regularly

1. Income and expenditures of the institute are audited every month by collage finance committee for internal audit.
2. The institute follows the procedure laid down by the Rajasthan University.
3. The committee monitors the purchase and expenditure incurred from funds generated through fees and other grants.

The budget takes into consideration the following:-

- Maintains and construction of building i.e. , campus development
- The salary of teaching, non- teaching staff.
- Payment of internet, electricity, water and telephone bill & others.

The expenditure statements are audited by the accounts department before it is submitted to the principal.

The In-house finance committee in consultation with the C.A. audits the income & expenditure within the allocated or approved budget to ensure that there are no deviations.

- **As per the standard, accounting guidelines, minor durations are looked into for rectification during the audit.**
- **Proper utilization of financial resources is planned in the beginning of every financial year.**
- **Accounts department takes care of the collection of tuition fees, salary distribution, purchase orders for the library or laboratory equipment, teaching aids, furniture, facilities etc.**
- **The audit of account & submission of income tax return are bringing carrier out regularly each year.**

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

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

**0**

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

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

**Mobilization of Funds:-**

**1. Students tuition fee is the major saw of income for the**

institute.

2. Sponsorship for various seminars.

Utilization of Funds:-

1. A finance Committee is constitutes to monitor optimum utilization of funds

for various recurring and non-recurring expense.

2. The purchase committee look for the quotations from various vendors for

purchase of equipment, computers, books, etc..........

3. The quotations are scrutinized by the finance purchase committee before

final decision is mode.

4. The finance purchase committee along with the account department ensure

that the expenditure lies within the allotted budget of the institution.

Resource mobilization policy procedure

1. Before the financial year begin, principle and heads of departments prepare

College Budget.

2. Institutional budget includes recurring expenses such as salary, electricity,

internet, equipments, maintenance cost stationery other consumable goods.

3. Budget is scrutinized and approved by the top management.

4. Accounts department purchase department monitors the expenses.

5. Statutory Auditors are also appointed to certify the financial statements

every year.

6. The grants received by the college are also audited by the certified auditors.

Optimal utilization of resources :-

1. Effective utilization of infrastructure is ensured through appointment of

adequate and will qualified system administrators.

2. The optimal utilization is ensured through encouraging and innovative

teaching-learning practices.

3. The available physical infrastructure is optimally utilized beyond regular

college hours by conducting classes for curricular and extra-curricular

activities.

4. The college infrastructure is utilized as examination centre for various

government, University professional exams.

5. Library also functions beyond the college hours for the benefit of students,

faculties alumni's.

| File Description | Documents |
|---|---|
| Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal | View File |
| Any other relevant information | No File Uploaded |

## 6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed

significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The institutional policy to implement quality assurance is as follows :-

Develop or maintain and regularly update the documents of all the processes involved in the academic and administrative activities and the forms to implement the processes.

1. All the teaching and non teaching faculty carry out the activities as per the process and forms.

2. Various policies implemented for quality assurance are:- students satisfaction by collecting feedback from the students/parents and alumni and actions are taken to ensure that the college satisfies all its stakeholders.

Internal audit:- regular internal academic audits are conducted in college to check the proper implementation of curriculum and review the activities of various committees and feedback analysis of various stakeholders.The auditors also present their important remarks or observations for the betterment of the various policies that execute in the institution throughout the year.

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

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

Functions of IQAC :-

1. Fixing the target results to be achieved for the college.

2. Verification of lecture plans for the feasibility/completion at the prescribed

time as per the academic calendar.

3. Conduct of class committee meetings and redressal of the of the issues

raised.

4. Conduct of course coordinator/analysis of unit test/internal assessment and

University examination.

5. Recommendation for remedial measures to address the faculty of the

department concerned to improve aver all performance of the students.

6. Collecting feedbacks from the students on the teaching effectiveness of the

faculty.

7. Suggesting/recommending the measures to improve the teaching

effectiveness through workshops/conference/seminar/webinars, etc.......

ILT Methods :-

1. Multimedia/Power Point Presentation and educational ideas.

2. Role Plays - To improve conversation skills and body language.

3. Case studies - To promote problem solving decision making skills by giving

real life examples.

4. Groups discussion - To develop problem solving skills and inculcate team

spirit.

5. Debate and seminar - conducted on latest topics to develop thinking (both

pros and cons.)

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

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

**15**

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

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

| File Description | Documents |
|---|---|
| Data as per Data Template | View File |
| Link to the minutes of the meeting of IQAC | http://rspv.org/wp-content/uploads/IQAC-minutes-meetings-2020-21.pdf |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | http://rspv.org/wp-content/uploads/AQAR-2019-20-New.pdf |
| Consolidated report of Academic Administrative Audit (AAA) | View File |
| e-Copies of the accreditations and certifications | View File |
| • Supporting document of participation in NIRF | No File Uploaded |
| Feedback analysis report | View File |
| Any other relevant information | No File Uploaded |

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

**Quality enhancement initiative in the academic and administrative domains successfully implemented during the year are :**

**1. Successfully conduction of online classess for all year students.**

**2. For guidance of teacher regarding teaching, execution of academic plan, solving the problem of student, to maintain personal relationship between all faculty members as well as students college organize time to time meetings with all teachers and students.**

**3. For program outcomes, Program specific outcomes, program educational outcomes and course outcomes importance is delivered to the faculty members also explain how we can calculate attainments to improve quality teaching in our teaching methodology.**

**4. For improvement the competitances in students college organise Quiz competition, Open book test, preparation of competition examniation etc.**

**5. Institute improves the yearly academic plan so that all activities can easily conduct with present pendemic scenario.**

| File Description | Documents |
|---|---|
| Relevant documentary evidence in support of the claim | [View File](#) |
| Any other relevant information | **No File Uploaded** |

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

**Need to be revised as per Institute's energy policy**

**Rajasthan ShikshakPrashikshan Vidyapeeth has stated its energy**

**policy Its purpose it to establish guidelines and practices that will lower the**

**energy consumption of institute and reduce expenditures on energy and**

**support the use of attenuate sources of energy.**

**The Policy is applicable to all teaching and non-teaching staff and**

**students.**

**For Employees and students –**

**1. All electric appearance shall be turned off when not in use.**

**2. Use natural lightings and ventilation to avid daytimg light.**

3. Fine tuning of temperature setting of Air conditioners water coolers.

For office equipments –

1. All powered office equipments shall be turned off or placed in standby

when not in use.

2. Quantities of office equipments shall be reducell through consolidates to

central locations for shared use whenever possible.

3. Use of star labeled office equipments

Alternate source of energy –

Institute has installed solar panels of 16KW as alternate source of

energy.

| File Description | Documents |
|---|---|
| Institution's energy policy document | View File |
| Any other relevant information | View File |

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

Table Revised updated as per write Management policy

RSPV realizes that sustainable and holistic waste managements is essential in

reducing environmental carbon footprints and providing a safe and healthy work

environment for teaching, non-teaching staff, students and visitors.

Purpose -

1. To ensure proper disposal of waste from the avidities conducts.

2. To minimize waste generation at source and facilitate repair, reuse and

readying, of the disposal of waste in a cost effective manner.

Procedure -

Solid waste Managements -

1. Systematically engage with the 3RS of averment friendliness (Reduce,

Reuse and Recycle)

2. Collect paper waste produced on compus and collaborate with scrap

dealers for readying

3. Reduce requirement of printed books be updating the e-books, e-journals

collection of the college library.

4. Solid waste at the canteen, hostel are segregated at source using green,

blue dud bins.

5. Tale initiatives to spread awareness amongst students about -

- Food wastage ways to minimizing it .

- Minimizing the use of packaged foods.

- Organizing various workshops seminar on solid waste might.

- Liquid waste Management -

1. Maintain leak proof water fintures.

2. Recycle of waste water of Kitchen and canteen by using it for

watering trees and plants.

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | [View File](#) |
| Any other relevant information | **No File Uploaded** |

**7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant** — **Two of the above**

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

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

| File Description | Documents |
|---|---|
| Income Expenditure statement highlighting the specific components | [View File](#) |
| Documentary evidence in support of the claim | [View File](#) |
| Geo-tagged photographs | [View File](#) |
| Any other relevant information | **No File Uploaded** |

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

**Rajasthan Shikshak Prashikshan Vidhyapeeth, Jaipurhas a clean and**

green campus where is environmentaland education combine to promote Sustainable environment. The Institution's vision is to create awareness among young students and the public about various environment related issues through education and innovations. To maintain Cleanliness,students and staff members are given instructions to maintain the campus clean. Several quotes related to the importance of a clean and green environment are displayed on the campus. Segregation of waste into dry and wet waste from the separately allotted dustbins is done in a strategic location. Thus maintaining the campus clean and eco friendly.

For Green landscaping with trees and plants Rajasthan Shikshak Prashikshan vidhyapeeth, Jaipurorganizes a tree plantation program every year on 16 September in the college campus celebrates World environment day on June 5 every year and international plantation day by conducting competition among students and also expert talks by eminent people to bring awareness. The plantation program includes plantations of various types of ornamental and medicinal variety plants .This program promotes eco friendly environment by stepping up the oxygen level in the campus.

| File Description | Documents |
|---|---|
| Documents and/or photographs in support of the claim | [View File](#) |
| Any other relevant information | No File Uploaded |

| | |
|---|---|
| **7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants** | Two of the above |

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

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

**0.2**

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

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

**The college is striving for holistic development and empowerment of girls. With this objective, there is a merit-based selection of students from all communities with different socio-economic backgrounds. Seats are reserved in the college following the reservation rules. During Corona, students were encouraged to come forward as per government rules to help the people. Cultural programs are organized on different days like International Women's Day, as a joint effort which lays more emphasis on social harmony and awareness about the rich heritage of our country and students are actively engaged in working with the people. are encouraged to get involved in various social outreach units of the college. From diverse socio-cultural backgrounds with the aim of**

**improving the society and creating a better tomorrow. The celebration of Republic Day and Independence Day through musical performances has been an institutional practice for decades.**

| File Description | Documents |
|---|---|
| Documentary evidence in support of the claim | [View File](#) |
| Any other relevant information | **No File Uploaded** |

| | |
|---|---|
| **7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized** | **C. Any 2 of the above** |

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

## 7.2 - Best Practices

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

```
Best Practices- I

    •   Title of the Practice: English Spoken Certification Course
    •   Objectives of the Practice: Mainly to provide students with
        a basic understanding of the language.
    •   Conduct: The course is designed for to enhance the learners
        communication skills by giving adequate exposure in LSRW
        skills.
    •   Practice: The English Spoken Certification course would be
        done.
    •   Evidence of success: Students could enable to communicate
        effectively and appropriately in real life situation. They
        could use English effectively for study purpose across the
        curriculum.
    •   Problems encountered and resources required:Entire
        arrangements are being made and due to present pandemic
        situation all students were not able attend properly.
    •   Outcome: Successful completion.

        Best Practices- II

    •   Title of the Practice: Unity in Diversity (ANEKTA ME EKTA)
    •   Objectives of the Practice: The main objective would be to
        learn the foreign language, cultureof the society.
    •   Conduct: Different type of students and teachers are in
        college but they have been paired for entire year.
    •   Practice: According to follow pandemic rules.
    •   Evidence of success:Students and teachers have been
        participated in different types of cultural activities.
    •   Problems encountered and resources required:The program was
        temporarily postponed due to the current pandemic situation.
    •   Outcome: Completion of ANEKTA ME EKTA Program.
```

| File Description | Documents |
|---|---|
| Photos related to two best practices of the Institution | [View File]() |
| Any other relevant information | No File Uploaded |

## 7.3 - Institutional Distinctiveness

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

```
- : OUR VISION :-
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To produce quality teacher for playing their significant role in the society for educational reconstruction tending to result in total reconstruction of the nation by adhering to the statement –"TEACHERS ARE NATION BUILDERS".

-: OUR MISSION :-

- To prepare future teachers for General and Sanskrit education as per the laid down norms of regulatory bodies like NCTE, UGC, State Government and Affiliating Universities.
- Nurturing future teachers for their all-round development especially Physical, Mental, Emotional and Spiritual dimensions of the Personality.
- Promoting logical and critical thinking, art of questioning and communication skills for transecting the acquired and created knowledge to new generation learners.
- Developing pedagogical skills of handling with curriculum, innovative methodology of teaching and learning, recognizing individual difference. Nurturing a climate of comity and collaboration with the values of enshrined in Indian constitution and our rich cultural heritage.
- Provide efficient teachers for upcoming modern schools with scientific and technological acumen who are compatible for the fulfilment of aspiration of modern Indian society, parents and stakeholders.
- Inspired self-learners for innovating, capable of handling the problems, aware of rights with the consciousness of performing the duties as a student teacher and also a committed Indian citizen.

| File Description | Documents |
|---|---|
| Photo and /or video of institutional performance related to the one area of its distinctiveness | View File |
| Any other relevant information | View File |