SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

RAJASTHAN SHIKSHAK PRASHIKSHAN VIDYAPEETH

RAJASTHAN SHIKSHAK PRASHIKSHAN VIDHYAPEETH SHAHPURA BAGH, AMER ROAD, JAIPUR-302002 (RAJASTHAN)
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rajasthan Shikshak Prashikshan Vidyapeeth is a very important adjunct, in the field of education. In the professional world, the first step is strengthened by the teacher's trainees of **B.Ed., B.A. B.Ed. & Shiksha Shastri** Programme. We have three-pronged mission, firstly, we have to empower teacher's trainees for transmitting Indian Heritage and Culture through the special studies of Sanskrit Education and pedagogy. Secondly, we strengthen young minds for nation building through teaching and learning, which is a highly noble profession. Thirdly, we orient the prospective teachers for nurturing the Indian values and culture, through the increased proficiency to shape the personality of younger generation learners.

Rajasthan Shikshak Prashikshan Vidhyapeeth came into existence in the year **1967** by starting with **Shiksha Shastri** a pioneering course for the teachers working for Sanskrit education affiliated to **Jagadguru Ramanandacharya Rajasthan Sanskrit University**. Subsequently in year **1970**, Rajasthan Shikshak Prashikshan Vidhyapeeth started its **B.Ed. programme** and in year **2018-19**, **B.A.B.Ed**. Programme was started. Both the programmes are affiliated with the **University of Rajasthan**.

Presently **Rajasthan Shikshak Prashikshan Vidhyapeeth** is running the following courses:

1. Shiksha Shastri (Bachelor of Sanskrit Education) with two units, 50 seats each, affiliated to Jagadguru Ramanandacharya Sanskrit University, Govt. of Rajasthan of Education.

Recognized by NCTE, Department of Sanskrit Education and Govt. of Rajasthan.

2. B.Ed. (Bachelor of Education with two units, 50 seats each) affiliated to University of Rajasthan.

Recognized by NCTE, Department of Higher Education, and Government of Rajasthan.

3. B.A. B.Ed. (Bachelor of Education with One unit, 50 seats. Integrated course) affiliated to University of Rajasthan.

Recognized by NCTE, Department of Higher Education, Govt. of Rajasthan.

The College with its motto **"Nurture the Indian values through Sanskrit Education"** is moving ahead. The present education system focuses mainly on the theoretical knowledge-facts and figures. There is a wide gap. A wide range of activities/lecturers are organized in which specialists from different fields are invited to interact with the students. The subjects include communication skills, inter personal behavior, confidence building, stress management, Yoga, meditation etc. These programmes are conducted under the overall control and supervision of a HOD and a counselor. Guest speakers, experts are invited from time to time to give in depth practical knowledge to the students and widen their horizon of conceptual learning.

Vision

Vision: 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"

Mission

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 the all-round development, especially Physical, Mental, Emotional and Spiritual dimensions of their 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 and developing the curriculum, use of innovative methodology of teaching and learning, recognizing individual difference of learners.

- Nurturing a climate of comity and collaboration with the values 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 as well as committed Indian citizen.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Good reputation for high quality teaching & laboratory based practical skills & knowledge development.
2. Equal emphasis on co-curricular and value –based programs.
3. Eco-friendly and amicable ambience for working.
4. To make the students ready for the present global scenario beyond the curriculum.
5. Constant encouragement of faculty for pursuing Ph.D., research, advancement of qualification etc.
6. Constant mentoring, monitoring, and a strong feedback system of students.
7. Training and Grooming of students to make them industry ready and enhancing their Employability skills by imparting Teacher training, Soft skill, GD & Aptitude classes etc.
8. Good faculty retention due to peaceful work environment
9. Various activity clubs viz. Education, Cultural club, Sports club etc., for Innovation & all round development and extracurricular activities

10. Academic achievements of student in University examination and other platforms.
11. Achievements in placement by students in various reputed organizations.
12. Strong Alumni base that helps for the job generation and referral drive of junior students. They also appraise the college about any known students still jobless, who are given opportunity for new jobs through job fair.

Institutional Weakness

1. There is scarcity of well qualified i.e. Ph.D. and senior professors mainly in core Teaching fields. However, there is continuous effort made by the management to recruit senior level faculty members.
2. There is a dearth of faculty members with Net, Ph.D. qualification even after continuous search and advertisement.
3. Shortage of ample opportunity for Research Activities due to funding problem by Govt., Non Govt. & External agencies.

Institutional Opportunity

1. Collaboration with Schools, Colleges and University's Institutes of repute and other recognitions.
2. Faculty–student exchange program with reputed College and Universities
3. Focus on Research activities & collaboration with institutes.
4. Involving more faculty members in research oriented programs.
5. Preparing students in Soft Skill, Aptitude, GD, and Other examinations.
6. Enrollment of Students in Internship programs in different Schools.

Institutional Challenge

1. Students come with various vernacular and ethnic backgrounds and training of these Rajasthani /Regional and Hindi speaking students in English and Sanskrit language and developing their communication skills is really a challenging job.
2. Keeping pace with continuous modification of technological and Educational advancement
3. To motivate faculty for Research/and other Educational /Innovation Degree etc.
4. To attract eminent Professors, Ph.D. Holders and Researchers in Campus to share their knowledge and experience with students
5. Lack of interest among students for Sanskrit education

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum of the institution caters to all the significant areas of teacher education. The courses in all the teacher education programs viz., B.Ed., B.A.B.Ed and Shiksha Shastri develop deeper and broader knowledge perspectives in teacher trainee. Due attention is given to interdisciplinary character of teacher education by including core knowledge from various areas like psychology, sociology, history of education by having them reconstructed into conceptual bases of education, understanding learner and learning, historical perspectives of

Indian education, and to have them cut across the boundaries and enable the students develop coherent understanding.

It's ensured that students gain deeper know-how through the pedagogy courses and the courses like assessment and evaluation, guidance and counselling, inclusive education, ICT in education, educational administration and supervision. Micro-teaching and practice of teaching has a pre-practice and post practice components that hone the pedagogical skills. Not only this, the theoretical knowledge is backed up with the host other school engagements and visits to other institutions, upper primary and secondary schools, and teacher education institutions to enable students crystallize theoretical knowledge into effective practice.

The college does counselling sessions of the students, to encourage the students to take up courses that help them to acquire diverse skills and attitudes required in the present fast changing times. Various Certificate courses also add to the skill set of students like Yoga & Mental Health Course, Spoken English Course, and Sanskrit Sambhashan Shivir.

Every course is accompanied with some portion of self-study or self-work that makes students to take the classroom learning to the relevant areas of action. The students get chance to put the ideas into practice during in-campus and out campus programs. Since the theory practice nexus is such that it would require students to extend the abstractions of theory into the concretions of practice. This part is taken care of when theory meets practice first in the in-campus programs and later in the field. It's important that we have a democratic atmosphere to foster the 21st century skills in students. Our institution has been very democratic in various areas of deciding crucial things by students and staff. The classroom atmosphere is participative where the teachers and students participate in discussions, classroom seminars, presentations. The climate of collaboration and participation provides platform for critical thinking and hones the skills of dialogue and negotiation. In addition to it there are host of activities that are conducted throughout the year that gives chance for creative self-expression and enhancement of social and emotional skills.

Teaching-learning and Evaluation

Our institution has been at the forefront in introducing changes in curriculum that not only includes syllabi but teaching-learning methodologies too. It took the faculty some time to slowly shift from pure lecture-based teaching to collaborative, flexible and multi-mode teaching learning in all its programmes. The faculty used online teaching in terms of e-content where transcripts and video lectures were used. The pandemic put the physical classes on suspension and the college shifted to online system. The institution, furthermore, has been coming out with guidelines from time to time so as to keep the teaching-learning flexible and multi-moded to attend the broad range learning styles of students. The various methods of teaching used in the institution are: Use of Experiential, Participative Learning and Problem-solving Methodologies:

Experiential and Participative learning have been used all along in our institution. The teacher education institutes have greater scope to use experiential learning when students take part in school engagement programs starting from shadowing of teachers to observation of various activities in schools and finally to practice of teaching. The students go though varied firsthand experiences where they participate and engage actively in activities generating an in-depth perspective about schools and schooling. The students are encouraged to see various problems in schools and reflect on the solutions for the problems.

Infrastructure and Learning Resources

The institution has adequate facilities for teaching learning in terms of classrooms, laboratories and computing equipments. The institution has 12 classrooms besides these blocks-Academic Block, Administrative Block, Laboratory Block, Library Block, Common Room, Canteen, Toilet Facility, Seminar Hall, Meeting Hall, Assembly Block, Sports Ground, Yoga & Meditation Hall, Temple, Garden, Medical Room, Peon Rooms, Hostel, Parking Area etc.

The institution possesses fully equipped 6 smart classrooms and an ICT enabled Seminar Hall with seating capacity of more than 250 persons. The college has Physical Education Department, IQAC, Admission Cell, Training & Placement Cell, Counselling room, Principal Office, Art Room, Examination Cell, Meeting Halls, Staff Room, Accounts Cell, etc.

Besides, a well-equipped Psycho Lab, Language Lab, Science Lab, Geography Lab, ET Lab, the institution has a dedicated Computer Lab with networking and internet facility for students. The teaching faculty is keenly making use of E-learning resources like KOHA Software, LMS, and Google Meet/Webex for further enrichment of teaching learning process. The institution also has 60% ICT enabled classrooms, digital projectors and smart boards that facilitate and enhance our teaching –learning process. The

Institution also has seminar hall & Meeting Hall for catering to the demands of organising seminars, debates, guest lectures, meetings, etc. for interactive teaching – learning activities.

The College contains Hostel Facilities as well only for boys with the occupancy of 60 students.

The institution has adequate sports facility for learners. The institution is having Indoor Sports Room with the games like - Table Tennis, Carom, Chess, Gym Centre, Volley Ball and Badminton Court, Kabbaddi, kho-kho ground, Yoga & Meditation Hall for the physical and mental enrichment of the students.

Student Support and Progression

The institution has range of student support facilities where students are taken through various experiences that make them fit for progression to a fulfilling career or to a higher professional course.

In addition to implementing the routine curriculum the institution organizes various workshops/seminars/webinars on various themes pertaining to development of skill set they deem fit for helping them ascend their career ladder. Seminars and workshops on development of seminar/research papers, conducting assessments offline/online, skills of paper setting and testing, acquainting students with local/ national systems of education give students a wide range of skill set.

The certification courses on Yoga & Mental Health, Spoken English Course, and Sanskrit Sambhashan Shivir are started to enable them progress in their careers.

The college has a counselling and placement cell that helps students to make better choices with regard to their careers or further education.

The college an Alumni Cell as well as registered Alumni Association for Alumni's.

Having a robust teacher education system in place, it is no wonder that many of the students of the institution join as government teachers; many go for higher studies that they feel a need for.

Governance, Leadership and Management

The college practices decentralization and participatory management in keeping with its belief in collective leaderships and democratic tradition. The focus on shared responsibility and transparent working decisions are taken collectively. Democratic norms and practices are adopted in decision making and function of the college. The institution is governed on the basis of participatory management principles where committees are framed democratically to function as engines of motivation and performance. The head of the institution does not take any decision in isolation rather the decision making is an all-inclusive process. Many of the committees have student membership where the students play a vital role. All proposals are tabled by the Coordinators/Convenors of the various committees which is followed by the meetings and related implications discussed threadbare.

Performance Appraisal Method: The institution has a mechanism in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff. The college has a performance appraisal system in place for both of its Teaching and Non-Teaching staff.

Self Appraisal - The institution or management evaluates teachers based on teaching, research and participation in development activities. Self Appraisal form is filled by each teaching & non-teaching member for this purpose, wherein they give the details of their performances. The self-appraisal form submitted by the staff is analyzed.

Based on this self performance appraisal form the teachers are given promotions, increment and other facilities.

Institutional Values and Best Practices

Institutional Values: The value framework of the college includes excellence, democracy, participation and transparency. This framework has guided the overall functioning of the institution in its administrative, academic and financial areas and initiatives.

Best Practices:

- **Unity in Diversity (ANEKTA ME EKTA) -** Different type of students and teachers are in college but they have been paired for entire year so we try to unite the culture of different religion through event and festival celebration and even college conduct English Spoken Certification Course for the students to learn the foreign language which is very important in the current global environment to communicate with each other in any sense. The course is designed for to enhance the learner's communication skills by giving adequate exposure in Listening, Speaking, Reading, and Writing skills. All the events and activities were conducted according to the different culture and English Spoken Certification Course was able to conduct properly.
- **Yoga and Mental Health Certificate Course-** The main objective to empower the individual to understand the power of mind, body, emotions and soul so that the learner can take better decisions in day-to-day life. In order to improve the mental health of our students so that they can overcome the stress in current world, we started regular certificate course on Yoga and Mental Health. The course is designed for to enhance the mental and physical health of the students and teachers. It will enhance their Confidence and Concentration during the daily working. Students learn the different yoga asanas and also importance of the same on the effect of the health. It relieves stress among students that can allow

them to overcome obstacles in their academic lives in a better way.

Research and Outreach Activities

The institution has consistently encouraged its faculty to pursue further research to contribute to the institutional development as well as facilitate their career progression.

The college has been conducting outreach activities in all the major areas to sensitize its trainees and foster changes in the community. The college has been live to social issues all these years and has conducted activities towards social development. The College during its normal school engagement encourages students to go for community engagement and other such activities. This component is a part of internship where each one-teach-one/community engagement/ situational analysis etc., is the part of this component. Some surveys were also conducted. These programs are meant to influence the community where the indicators of education and development are alarming.

The institution has been live to its ecological responsibility also by making it a Plastic Free Zone and No Smoking Zone as well and also by conducting various awareness programs and undertaking activities concerning our fragile ecology. The College with its teachers and students is working to help the population. In this regard the College has started a drive on Community Development.

In addition to this, the survey also brought to the light the skill deficiencies in the community for which initiatives are being planned.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAJASTHAN SHIKSHAK PRASHIKSHAN VIDYAPEETH
Address	RAJASTHAN SHIKSHAK PRASHIKSHAN VIDHYAPEETH SHAHPURA BAGH, AMER ROAD, JAIPUR-302002 (RAJASTHAN)
City	JAIPUR
State	Rajasthan
Pin	302002
Website	www.rspv.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Manisha Sharma	0141-2671967	8890888908	0141-2670724	info@rspv.org
IQAC / CIQA coordinator	Subhash Meena	-	9928082625	-	rspv.iqac.org@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Rajasthan	Jagadguru Ramanandacharya Rajasthan Sanskrit University	[View Document](#)
Rajasthan	University of Rajasthan	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	11-01-1992	[View Document](#)
12B of UGC	11-01-1992	[View Document](#)

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

Statutory Regulatory Authority	Recognition/Approval details Instit ution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	[View Document](#)	30-05-2015	120	NCTE gives us a permanent approval letter of all programmes

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	RAJASTHAN SHIKSHAK PRASHIKSHAN VIDHYAPEETH SHAHPURA BAGH, AMER ROAD, JAIPUR-302002 (RAJASTHAN)	Urban	1.22	4952.72

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BEd,Education	24	Undergraduate	Hindi	100	100
UG	B.A.BEd,Education	48	Senior Secondary	Hindi	50	50
UG	Shiksha Shastri,Education	24	Bachelor of Arts	Hindi	100	27

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	3				6				33			
Recruited	0	2	0	2	2	2	0	4	14	18	0	32
Yet to Recruit	1				2				1			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				20
Recruited	17	2	0	19
Yet to Recruit				1

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	2	2	0	1	4	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	13	14	0	27
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	89	11	0	0	100
	Female	76	1	0	0	77
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	13	20	19	15
	Female	8	12	13	10
	Others	0	0	0	0
ST	Male	15	22	26	26
	Female	17	16	12	18
	Others	0	0	0	0
OBC	Male	21	42	45	30
	Female	35	24	21	25
	Others	0	0	0	0
General	Male	22	25	20	29
	Female	26	21	21	20
	Others	0	0	0	0
Others	Male	0	5	6	6
	Female	0	6	3	10
	Others	0	0	0	0
Total		157	193	186	189

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	1. The hallmark principles of NEP 2020 are Access, Equity, Quality, Affordability, and Accountability. According to the Policy, education should produce decent people who possess logical thought, empathy,

	courage, resilience, a scientific temperament, a creative imagination, and moral principles. 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 college. An extensive schedule of FDPs, Interdisciplinary Refresher Courses and workshops for current academic year has been prepared for professional Development of teaching and non-teaching staff. For enhance knowledge of National Education Policy (NEP-2020) among students, college are planning many Group Discussion and Quiz Competition. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered by other Departments.
2. Academic bank of credits (ABC):	2. Academic Bank of Credits (ABC) is a virtual/digital repository that houses data on the credits that certain students have accrued over the course of their academic careers. Students will be able to create an account and have a variety of alternatives for enrolling and exiting institutions or universities. Throughout the period of higher education, there will be "multiple exits" and "multiple entries," and credits will be easily transferred through the ABC. ABC is a trustworthy source that can be used to verify any student's credit history at any given moment. Therefore, the ABC idea serves as fuel to increase teacher productivity and encourage students to embrace a multidisciplinary educational approach. Rajasthan Shikshak Prashikshan Vidyapeeth is a registered member of the National Academic Depository which is a government endeavour to offer an online repository for all academic awards under the Digital India Programme. In the current academic session college scheduled an awareness lecture for student regarding Academic Bank of Credit. a registered member of the National Academic Depository which is a government endeavour to offer an online repository for all academic awards under the Digital India Programme. The ABC will allow students to tailor their degrees or make specific modifications and specifications rather than undergoing the rigid,

	regularly prescribed degree or courses of a single university or autonomous college. It can be achieved through multiple entries and exits for the students to complete their degree to suit their time preferences by providing mobility across various higher education institutions.
3. Skill development:	3. According to the NEP 2020, a nation that is educated, intelligent, and talented can conceive and carry out effective solutions to its own issues. College has created an eco-system to hone career relevant skills of the students. Rajasthan Shikshak Prashik Vidyapeeth has created an ecosystem to hone career relevant skills of the students by adding some value added courses (i) English Speaking Course (ii) Yoga and Mental Health Rajasthan Shikshak Prashik Vidyapeeth also educates students in Sanskrit, so for making more skilful in Sanskrit college every year organize a Sanskrit Sambhashan Shivir for Shikhsa Shastri students. As per the curriculum planned by Jagat Guru Ramanandacharya and University of Rajasthan students doing every year internship in schools so they interact will school education more and more. Through internship students got skills about Indian school education system.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	4. Every year Rajasthan Shikshak Prashik Vidyapeeth planned a value added courses (Sanskrit Sambhashan Certification Course, English Spoken Course and Yoga & Mental Health) for all enrolled students. College is also organize different awareness programmes like Voters Awareness Camp as well as Voters Awareness Rally, Food and Cloth Distribution for neighbour needy persons, many historic field visits, Birds Fair, Pakshi Parinda Drives etc.
5. Focus on Outcome based education (OBE):	OBE has been adopted by Rajasthan Shikshak Prashikshan Vidyapeeth. Program outcomes, Program Education objectives have been drafted, designed and notified for each program on College website. Course outcomes have been appropriately defined for each course and are properly mapped and assessed for calculating the attainment 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.
6. 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. Online programmes as well as distance education programmes help directly too geographically and socio- economically backward groups. As per the goal of National Education Policy 2020 that improves the "Gross Enrolment Ratio (GER)" in the country, we can easily achieve this by inculcating distance and online education. The use of technology in Teaching Learning Methodology is also enhanced through online education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes ELC is established in year 2017. Institutional initiatives for electoral literacy- 1- Electoral Literacy Club by Rajasthan shikshak prashikshan vidyapeeth engages students through interesting activities and practical experience to sensitize them about their electoral rights and familiarize them with the electoral process of registering and voting. Students in college enjoy learning from ELC in college. Activities and games are inspired to encourage students to think and ask questions. Through ELC, the main objective is to strengthen the culture of electoral participation among young and future voters. Through this, voter awareness campaign is conducted every year in the college for the guidance of the students.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, every year Student and Faculty members are appointed for Electoral Literacy Club. Yes ELC are functional. Electoral Literacy Club is available in the college. Due to which the students enjoy a lot in learning. Through this, games and all activities are designed in such a way that the student is motivated to think and ask questions. Students and staff members in the college remain members of the ELC committee by the student cell operated in the college. Whose main task is to make students aware about voting and motivate all trainees of 18 years to register for elections. With this effort of the college, all the

	students of urban and rural communities can join for voting. In the college, students of 18 years are motivated by Electoral literacy club members to join together. Along with this, a pledge is taken to vote for sure.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Major Initiatives taken by college:- 1. Voters Awareness Rally conducted near by college (Area Jalmehal, Gurjar Ghati etc.). 2. Every year college conducted Voter Awareness Camp. 3. Voter Registration Camp are organized by college for the eligible students in the campus. 4. Voter Awareness Guest Lecture conducted for in house students.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Major Initiatives taken by college:- 1. Voters Awareness Rally conducted near by college (Area Jalmehal, Gurjar Ghati etc.). 2. Every year college conducted Voter Awareness Camp. 3. Voter Registration Camp are organized by college for the eligible students in the campus. 4. Voter Awareness Guest Lecture conducted for in house students.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Voter registration drive conducted at Institution for above 17 to 18 of age students.

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
438	398	348	275	325

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
250	250	250	250	300

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
123	123	123	123	147

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
157	139	130	118	203
File Description			Document	
List of final year students with seal and signat			[View Document](#)	
Institutional data in prescribed format			[View Document](#)	

1.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
155	138	130	118	203
File Description			Document	
Institutional data in prescribed format			[View Document](#)	
Consolidated result sheet of graduating students			[View Document](#)	

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
189	186	193	157	122
File Description			Document	
Institutional data in prescribed format			[View Document](#)	
Enrollment details submitted to the state / univ			[View Document](#)	

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	37	40	36	37

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	43	43	38	38

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
20.67	1.71	2.72	6.61	13.67

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

3.2

Number of Computers in the institution for academic purposes..

Response: 75

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Rajasthan Shikshak Prashikshan Vidyapeeth runs three programmes i.e., B.Ed., B.A.B.Ed. and Shiksha Shastri where B.Ed. and B.A.B.Ed. programmes are affiliated to University of Rajasthan and Shiksha Shastri is affiliated to Jagadguru Ramanandacharya Sanskrit University. Our institutions' large part depends on Universities for legitimising its academic and professional programs. Therefore, the authority of revising the curriculum for Teacher Education was vested with University of Rajasthan and Jagad Guru Ramanandacharya Sanskrit University respectively. The college followed the University of Rajasthan & Jagad Guru Ramanandacharya Sanskrit University in letter and spirit in all academic guidelines related to curriculum and examination.

The institution took the following steps in this regard:

The following certificate courses have been introduced in the last five years:

- Certificate course in Yoga & Mental Health
- Certificate course in Spoken English
- Certificate course in Sanskrit Sambhashan

The college is always live to planning, reviewing and revising of curriculum to the local context. For this purpose, the college has established Curriculum Enrichment Committee in the year 2021-22 to review and revise the curriculum as per the needs of the students.

The college has also planned to write a letter regarding updating in curriculum to both the Universities, i.e., University of Rajasthan & Jagad Guru Ramanandacharya Sanskrit University regarding the revision/updations in the curriculum.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	[View Document](#)
Plan developed for the last completed academic year	[View Document](#)
Any other relevant information	[View Document](#)

1.1.2

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

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

1. **Faculty of the institution**

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

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: A. Any 5 or more of the above

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

1.1.3

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

1. **Website of the Institution**

2. **Prospectus**

3. **Student induction programme**

4. **Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	**View Document**
Report and photographs with caption and date of student induction programmes	**View Document**
Data as per Data Template	**View Document**
URL to the page on website where the PLOs and CLOs are listed	**View Document**

1.2 Academic Flexibility

1.2.1

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

Response: 98.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
63	59	45	31	28

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

2021-22	2020-21	2019-20	2018-19	2017-18
64	60	45	31	29

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

1.2.2

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

Response: 1.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	3	0	0

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

1.2.3

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

Response: 53.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
356	281	323	0	0

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

1.2.4

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

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

Response: B. Any 3 of the above

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

1.2.5

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

Response: 0.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	1	0	0

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The curriculum of the institution caters to all the significant areas of teacher education. The courses in all the teacher education programs develop deeper and broader knowledge perspectives in teacher trainee. Due attention is given to interdisciplinary character of teacher education by including core knowledge from various areas like psychology, sociology, history of education by having them reconstructed into conceptual bases of education, understanding learner and learning, historical perspectives of Indian education, and to have them cut across the boundaries and enable the students develop coherent understanding.

It's ensured that students gain deeper know-how through the pedagogy courses and the courses like assessment and evaluation, guidance and counselling, inclusive education, ICT in education, educational administration and supervision. Micro-teaching and practice of teaching has a pre-practice and post practice components that hone the pedagogical skills. Not only this, the theoretical knowledge is backed up with the host other school engagements and visits to other institutions, upper primary and secondary schools, and teacher education institutions to enable students crystallize theoretical knowledge into effective practice.

The college does counselling sessions of the students, to encourage the students to take up courses that help them to acquire diverse skills and attitudes required in the present fast changing times. Various Certificate courses also add to the skill set of students like Yoga & Mental Health Course, Spoken English Course, and Sanskrit Sambhashan Shivir.

Every course is accompanied with some portion of self-study or self-work that makes students to take the classroom learning to the relevant areas of action. The students get chance to put the ideas into practice

during in-campus and out campus programs. Since the theory practice nexus is such that it would require students to extend the abstractions of theory into the concretions of practice. This part is taken care of when theory meets practice first in the in-campus programs and later in the field. It's important that we have a democratic atmosphere to foster the 21st century skills in students. Our institution has been very democratic in various areas of deciding crucial things by students and staff. This atmosphere does not leave the classroom unaffected. The classroom atmosphere is participative where the teachers and students participate in discussions, classroom seminars, presentations. The climate of collaboration and participation provides platform for critical thinking and hones the skills of dialogue and negotiation. In addition to it, there are host of activities that are conducted throughout the year that gives chance for creative self-expression and enhancement of social and emotional skills.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Any other relevant information	[View Document](#)
Paste link for additional information	[View Document](#)

1.3.2

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

Response:

It's important that the students are familiarised with the school system existing in India and elsewhere. Our institution takes care of it through various courses of study and by way of activities and engagements over the period of students' stay in the college. Besides steps are underway to further deepen students' knowledge in diversity in norms and standards across India. Presently student teachers are acquainted with the diversity by way of the following:

In various Courses:

Courses providing historical perspective on education give a clear idea to students how the school system has evolved over a period of time. There are various courses on measurement and evaluation in different programs familiarising students with assessment segments, norms and standards. The courses on 'School Administration' & 'education policies and institutions' courses are taught which familiarise students with functioning of school systems across India.

As a part of curriculum students use to do Block Teaching in their internship. Block Teaching is a way in which students get acquaint with each and every aspect of teaching programme. It includes all the

parameters, such as - Time-Table, school assembly, attendance, subject teaching, curricular as well as co-curricular activities, etc.

Internship/practicum:

The school engagement is spread across government schools which were in private schools earlier. This engagement is from middle to secondary education. Therefore, the range of school engagement provides ample opportunities to students to gain knowledge through theoretical as well practical knowledge.

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

1.3.3

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

Response:

Rajasthan Shikshak Prashikshan Vidyapeeth runs 3 Courses i.e., B.Ed., B.A.B.Ed. & Shiksha Shastri where B.Ed. and B.A.B.Ed. Courses are affiliated to University of Rajasthan and Shiksha Shastri is affiliated to Jagadguru Ramanandacharya Sanskrit University. Our institutions' large part depends on Universities for legitimising its academic and professional programs.

These programmes enable students to learn from various courses on perspectives in education, pedagogy and school engagement, which ultimately converge and consolidate the learning in the student teachers to develop in them the appropriate professional acumen to undertake the demanding career as a teacher.

The following highlights cater to this:

- **Thorough practicum for each course to see the theory from the lens of practice:** Practicum part in each of the theoretical and practical course is taught through ICT as well as Skill based activities which enables students to develop professional acumen and gain wide range of curricular experiences.
- **Inclusive of behaviourism & constructivism**: The college has years old practice of lesson plan handbooks which include constructivist lesson plans in History, Bio-science, Mathematics, Urdu, English, Hindi and Geography etc. The lesson handbooks not only include-as already stated- the constructivist lessons in all the above subjects but behaviourist lessons as well to enable trainees engage, understand and critique different perspectives in pedagogy.

- **School engagement begins with observation and ends with deeper reflective practice:** The school engagement begins with observation letting students walk the initial steps with keen observation and goes on to deeper engagement and intervention in the later. Finally, students are familiarized with functioning of institutes of teacher education.
- **Visits to institutions related with children at all levels**: Visits from primary schools to secondary schools, provides student teachers a broad view of school education.
- **Diversity of school system:** The institution acquaints students with diversity of school system in India through courses, practicum, workshops, seminars, webinars, etc.
- **Introduction of Value-added Courses:** For the overall development whether mental physical, psychological, etc., aspects of the students, the institution has started various Value-added courses. Such as- Sanskrit Sambhashan Shivir, Yoga & Mental Health Course, Spoken English Course.

These courses add to the enhancement of the overall personality of the students.

The college is always live to planning, reviewing and revising of curriculum to the local context. For this purpose, the college has established Curriculum Enrichment Committee in the year 2021-22 to review and revise the curriculum as per the needs of the students.

The college has also planned to write a letter to both the Universities, i.e., University of Rajasthan & Jagad Guru Ramanandacharya Sanskrit University regarding the revision/updations in the curriculum.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: B. Any 4 of the above

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

1.4.2

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

Response: C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)
Action taken report of the institution with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 66.13

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

2.1.2

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

Response: 95.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
124	136	136	109	96

File Description	Document
Final admission list published by the HEI	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	[View Document](#)

2.1.3

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

Response: 4.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	9	11	0	0

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

2.2 Honoring Student Diversity

2.2.1

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

Response:

Since Rajasthan Shikshak Prashikshan Vidyapeeth runs professional education programmes or teacher training programmes such as B. Ed., B.A.-B.Ed. (Integrated) and Shiksha Shastri. So, it has the jurisdiction of accommodating students from the length and breadth of the entire region with diverse socio-economic and educational background. In order to honour student diversity, the institution has designed the assessment process to identify and investigate the learning need of the students and their level of readiness to undergo professional educational programmes.

At the entry level, **Orientation & Induction Programmes** are organized by the institution in which students get opportunity to interact with the faculty members. During these interactive programmes, academic investigation of the students is done by collecting responses from the students. The responses are collected with special focus on four important parameters of teaching profession i.e., teaching interest, competencies, attitude, and challenges. The teachers make the students apprised with the **Programme Learning Outcomes (PLO's), Course Learning Outcomes (CLO's) and curricular and pedagogical aspects in teacher education programmes**. This process of 'Learning Need Analysis' brings forth not only the academic profile of the students and their readiness to undergo teacher training

programmes but also yields the opportunity for the institution to take constructive steps to honour student diversity.

Besides this, during the **Fresher's Welcome**, the students are taken for a tour of the college facilities. During the tour, the students get to see the library, the labs, the classrooms, the auditorium and other important places of the college.

The students joining the college go through counselling conducted by the **Guidance & Counselling Cell** of the college, to decide taking up of elective and pedagogy courses. The counselling cell plays an active role all through the session by helping and motivating students towards the programme and the profession.

As commitment to honour student diversity, different programmes are organized and conducted for the students round the year such as **mentoring, remedial learning engagement, learning enhancement and collaborative tasks**, etc. All these programmes are of great importance to nurture teaching professionals in the region. With regard to student-teacher interaction, all the faculty members are flexible by adopting **bilingualism** as per the need of the students. Both English and Hindi languages are used as the medium of instruction depending on what the situation demands. Moreover, the college has facilitative infrastructure for **differently-able students.** Assistive devices such as wheel chairs and adaptive structures like ramps etc. are the facilities available in campus.

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

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

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

7. **Multilingual interactions and inputs**

Response: A. Any 5 or more of the above

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

2.2.3

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 19.91

2.2.4.1 **Number of mentors in the Institution**

Response: 22

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Multifaceted Teaching:

Our institution has been at the forefront in introducing changes in curriculum that not only includes syllabi but teaching-learning methodologies too.

It took the faculty some time to slowly shift from pure lecture-based teaching to collaborative, flexible and multi-mode teaching learning in all its programmes. The faculty used online teaching in terms of e-content where transcripts and video lectures were used. The pandemic put the physical classes on suspension and the college shifted to LMS. The institution, furthermore, has been coming out with guidelines from time to time so as to keep the teaching-learning flexible and multi-moded to attend the broad range learning styles of students. The various methods of teaching used in the institution are:

Use of Experiential, Participative Learning and Problem-solving Methodologies:

Experiential and Participative learning have been used all along in our institution. The teacher education institutes have greater scope to use experiential learning when students take part in school engagement programs starting from shadowing of teachers to observation of various activities in schools and finally to practice of teaching. The students go though varied firsthand experiences where they participate and engage actively in activities generating an in-depth perspective about schools and schooling. The students are encouraged to see various problems in schools and reflect on the solutions for the problems.

1. **Pre-Practice:** Before active school experience student teachers participate in pre-practice through Micro-Teaching and Workshop on Teaching Material Aid, the experience of which enables them to go for actual and active school engagement. Here they encounter and confront problems related to theoretical application in practice.
2. **Regular Classwork:** Besides this, participative and collaborative learning is encouraged in classrooms too by way of holding discussions, seminars workshops, question and answer sessions, etc.

This is further achieved by:

1. **Guidelines for Transaction**: The IQAC of the college has come up with transaction guidelines whereby teachers are encouraged to use various ways of teaching including online mode. These guidelines were issued during COVID so that better learning experiences are provided to students.
2. **Introduction of dedicated LMS:** For online teaching, besides Google Meet, WEBEX and other platforms the college has a dedicated LMS that brings all its students and faculty on a single online platform where besides lessons and assessments e-content can be made available to all the students.

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

2.3.2

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

Response: 2.67

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

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

2.3.3

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

Response: 100

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

Response: 438

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Landing page of the Gateway to the LMS used	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)
Any additional Links	[View Document](#)

2.3.4

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

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

Response: D. Any 1 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.3.5

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

Response:

As a regular practice, mentoring is provided to students in different components of teacher education programme such as Internship, Micro Teaching, Community Based Activities, etc. The main objective of these programmes is to develop professional attributes among the students required for school management system. Continual mentoring is provided by teachers for developing professional attributes in students through the following:

1. **Working in Teams**: As a team work, the institution engages students in different mentoring programmes. Under the guidance of assigned mentors, students are trained in both theoretical and practical aspects of school management system like Lesson Planning, Micro Teaching, Community Based Activity, etc. The trainees are given Orientation on different skills of teaching in light of CLOs and PLOs.

2. **Dealing with Student Diversity**: At the entry level, Orientation & Induction Programmes are organized by the institution in which students get opportunity to interact with the faculty members. During these interactive programmes, academic investigation of the students is done by collecting responses from the students. The responses are collected with special focus on four important parameters of teaching profession i.e., teaching apprised with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) and curricular and pedagogical aspects in teacher education programmes. This process of 'Learning Need Analysis' brings forth not only the academic profile of the students and their readiness to undergo teacher training programmes but also yields the opportunity for the institution to take constructive steps to honour student diversity.

As commitment to honour student diversity, different programmes are organized and conducted for the students round the year such as mentoring, remedial learning engagement, learning enhancement and collaborative tasks, etc. All these programmes are of great importance to nurture teaching professionals in the region.

3. **Conduct of self with colleagues and authorities**: To enable all the stakeholders be clear in conducting themselves, there is an established code of conduct for faculty, students and other people of the institution. The code of conduct helps in streamlining and harmonizing all the functioning of the institution. The college functions through democratically constituted committees. The students are a part of it to learn to share responsibility. The convenors establish cordial relationships with the colleagues, students and authorities in the institution to enable the system function smoothly. Everyone has right to express their views in a democratic way. Every decision is taken in the atmosphere of mutual respect. The college also has Grievance Redressal Committee where disputes and issues are resolved amicably and in a democratic manner.

4. **Balancing Home and Work Stress**: In order to balance home and work stress, the institution conducts many sports activities and field tours to different places which allow students to interact with each other and help them in socializing and building personal bonds with each other.

5. **Keeping oneself abreast with recent developments in education and life:** The College is also facilitating students in updating their knowledge and competencies by way of organizing workshops/seminars/conferences, encouraging self-study and by providing internet facility throughout the campus.

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

2.3.6

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

1. Special lectures by experts

2. 'Book reading' & discussion on it

3. Discussion on recent policies & regulations

4. Teacher presented seminars for benefit of teachers & students

5. Use of media for various aspects of education

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

Response: A. Any 5 or more of the above

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

2.3.7

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

Response:

The Teaching-Learning process of the institution encourages broader thinking abilities among students. These activities in the college propel students towards convergent/divergent thinking, discursive/analytical thinking, and the skills of recognizing perspectives, investigation, communicating and taking action. The

following caters to the aforementioned:

- **Intellectual/thinking skills:**

In theory classes: The intellectual and thinking skills are propelled through in-class and out-class discussions, presentations, seminars and workshops.

In practicum: Teacher education courses in practicum part explore all the intellectual capabilities including critical thinking, creativity, discursive skills, innovativeness and empathy.

Internship & its criteria: The College has come out with the criteria of internship that leads to wider and better experience in school engagement. It enables students to see the theoretical knowledge under practical lens.

Participation in workshops/seminars/conferences: The College organizes various workshops/seminars to foster intellectual skills in student teachers.

- **Empathy/life skills:**

The institution conducts the following activities to develop empathy and life skills:-

Conducting Community Based Activities – Food & Clothes Distribution, Distribution of Masks, Parinda for Birds, etc.

Conducting Cleanliness drives in the campus and its surrounding areas. Programmes on Placement Motivation and Stress management

Awareness Programmes – Road Safety, Voter's Awareness Programme, etc.

Besides above, following two cases have been attempted by teachers:

a) For creativity & innovativeness:

The institution organizes various Seminars for innovations. Furthermore, the institution is redolent with creativity and innovativeness in every area and activity of the college.

b) Development and introduction of new constructivist lesson plans:

 The College has been innovative in developing and introducing new constructivist lesson plans in subject pedagogy.

These lesson plans encourage students to teach the same lesson in a variety of ways nullifying the idea that there can be only a one good way of teaching the topic.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: A. Any 8 or more of the above

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

2.4.2

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

1. Formulating learning objectives

20-12-2023 12:54:21

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: B. Any 6 or 7 of the above

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

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

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

1. **Preparation of lesson plans**

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

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

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

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

Response: A. All of the above

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

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Internship program forms a very important part of the curriculum in the teacher education program. In order to acquaint the students with the school atmosphere, the internship/school engagement program is spread across the India to ensure student training & participation on a continuous basis. The internship program is conducted every year and necessary preparations are therefore made well in advance; beginning with the:

1. **Selection & identification of schools**: The option of selection/identification of the school is given to the student itself by giving him/her options of 20 schools on the basis of priority of his/her choice in view of the feasibility of location, proper staff, infrastructure etc.

Online form is filled by the students for the internship & hardcopy of the same is submitted in the college.

The District Officer of Education Department, Jaipur, allots the schools for the internship to the students as per their given priorities.

1. **Preparing the students going for internship**: The schedule of the internship program is designed in such a manner that ample number of sessions (in house) is kept for orientation and pre-practice for the students and for newly joined teacher educators going for internship. The Micro-Teaching sessions are conducted by teacher educators of the institution acquainting the student teachers with lesson planning, learning outcomes and resources, inclusion and diversity, assessment and evaluation, ICT integration etc as per the requirements of internship/school engagement in the teacher education programme.
2. **Streamlining mode(s) of assessment of student performance:** The progress in all areas of school engagement is traced through Criticism Lesson Plans & Final Lesson Plans demonstrated by the students, and assessments are made in form giving credence to the holistic development of student teacher as a competent professional. These plans enable the institution to monitor the performance to enhance the future performance of the students.
3. **Exposure to the variety of school set-ups:** The very design of the internship program encompasses an exposure to the Government Schools allotted by the District Officer of Education Department, Jaipur. The student teachers are required to attend the institutions catering to Middle Schools, High Schools & Higher Secondary's.

The trainings provided by them to improve the overall scenario of teaching/learning in schools.

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

2.4.9

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

Response: 1

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

Response: 157

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

2.4.10

Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	[View Document](#)
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Internship program forms a very important part of the curriculum in the teacher education program. In order to acquaint the students with the school atmosphere, the internship/school engagement program is spread across the India to ensure student training & participation on a continuous basis. The college has internship spread across the semesters of B.Ed, B.A.B.Ed & Shiksha Shastri programs.

The schedule of the internship program is designed in such a manner that ample number of sessions (in house) is kept for orientation and pre-practice for the students and for newly joined teacher educators going for internship. The Micro-Teaching sessions are conducted by teacher educators of the institution acquainting the student teachers with lesson planning, learning outcomes and resources, inclusion and diversity, assessment and evaluation, ICT integration etc as per the requirements of internship/school engagement in the teacher education programme.

The internship programme is conducted by the institution under the norms specified by the State Government. The option of selection/identification of the school is given to the student itself by giving him/her options of 20 schools on the basis of priority of his/her choice in view of the feasibility of location, proper staff, infrastructure etc.

Online form is filled by the students for the internship & hardcopy of the same is submitted in the college.

The District Officer of Education Department, Jaipur, allots the schools for the internship to the students as per their given priorities.

The monitoring of the students during the internship is done by the teachers/principal of the allotted schools of the students. For that, a Block Teaching Diary is also prepared by the student which consist of the time-table/schedule to be followed, reports of various activities conducted in the school, observation chart, etc.

Various documents are also prepared by the students, such as:- Attendance register, Teacher Attendance Register, T.C. Performa, S.R. Register, etc.

Progress Report is also given to the students to evaluate their performance.

After the completion of the internship, the institution evaluates the progress in all areas of school engagement through Criticism Lesson Plans & Final Lesson Plans demonstrated by the students, and assessments are made in form giving credence to the holistic development of student teacher as a competent professional. These plans enable the institution to monitor the performance to enhance the future performance of the students.

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

2.4.12

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

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

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

Response: A. All of the above

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

2.4.13

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 91.67

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

2.5.2

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

Response: 32.09

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

Response: 12

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

2.5.3

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

Response: 7.89

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

Response: 292

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

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

To keep up with the changing trends of modern times and the increasing demands of higher education, our institution has a good policy that encourages faculty professional development. Continuous efforts are made to improve the teaching-learning experience by providing teachers with cutting-edge teaching methods through Faculty Development Programmes and other programmes. Faculties are also encouraged to participate in a variety of educational programmes to gain more experience. Our institution also provides faculty members with training to improve their skills in technology-enhanced learning (e.g., using online learning platforms) and course design (e.g., formulating programme objectives/outcomes and translating the same course-level learning objectives/outcomes).

Teachers also participate in various faculty development programmes such as Induction & Orientation Programs, Seminars, Webinars and so on.

Staff can take study leave to pursue higher studies as part of the faculty development programmes.

After ensuring that students are not affected by the absence of any faculty member, the institution's head recommends for grant of permission for the staff member to pursue further education.

Faculty members are encouraged to present their work at National and Seminars and conferences. The college administration allows staff to serve as resource persons, examiners, and inspection staff, and so on at both the college and university levels. Our teachers will benefit from this as both professional development and extension service.

The institution publishes books in which the faculty is permitted to publish their research and writings.

The college administration also organises expert lectures on various subjects, which benefit the faculty as well. It is expected that faculty members will gain first hand exposure to the most recent advances in classroom teaching, research methodology, and so on through these programmes.

To maintain high teaching standards, all faculty members go through an ICT Development Programme for overall communication improvement in listening and speaking.

The entire college has internet access.

Individual teachers make extensive use of e-learning resources. Faculty members incorporate online resources and lectures into their courses. They can also record and post their lessons online.

All course materials, books, notes, etc. are uploaded on a Software i.e., KOHA to which all students can access.

Our institution provides a welcoming environment for students, faculty, and staff to discuss a wide range of teaching and research issues across multiple platforms. Several committees have been formed to help faculty members maximise their learning and research potential.

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

2.6 Evaluation Process

2.6.1

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

Response:

The Institution has a robust mechanism of continuous internal evaluation in all its programmes. This is ensured in the following manner:-

- **For Academic Courses:** The Theory, practical as well as School Engagement Programme is compliant with the stated PLO's & CLO's for proper learning from the stated course.
- **Modes of Assessments:** The Assessment modes & devices like Seminars, Assignments Sessional work, Mid Term Exams & Projects etc., are conducted to assess students continuously/unit wise on various parameters.
- **Assessment for School Engagement:** In order to ensure comprehensive and continuous evaluation of the learning activities in the school engagement programme the institution has prepared a detailed manual of criteria for internal evaluation (course-wise). Activities such as school internship, teaching practice, microteaching, assignments, project work, field exploration, Criticism Teaching Plan, Final Lesson Plan and demonstration are scheduled as per university curriculum.
- **Dissemination of Information:** Moreover, the students are informed regarding the conduct of internal evaluation through date sheets/notifications which are issued on proper time and displayed on college notice board.
- **Ensuring Punctuality & Attendance:** In order to maintain regularity and punctuality, the students are required to have 80% attendance in theory subjects and 90% in practical subjects. However, the students representing the Institution in any sports, cultural, can claim the number of days participated in these activities in qualifying attendance criteria required.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Rajasthan Shikshak Prashikshan Vidyapeeth runs three programmes i.e., **B.Ed., B.A.B.Ed. & Shiksha Shastri**, where B.Ed. and B.A.B.Ed. Programmes are affiliated to University of Rajasthan and Shiksha Shastri is affiliated to Jagadguru Ramanandacharya Sanskrit University. Our institutions' large part depends on Universities for legitimising its academic and professional programs. Therefore, the authority of grievance related to final examinations vested with the Universities themselves.

The Grievance Redressal Mechanism is in place in the institution for internal as well as external examination in the following manner:

Internal Assessment:

If any student(s) misses any assessment due to unavoidable circumstances, he/she is given a onetime chance for re assessment. This is done after the student(s) submits application before the concerned teacher/college administration requesting for the conduct of their examination after confirming the genuineness of the case make arrangements for re-assessment.

If any student has a grievance regarding evaluation of his/her internal assessment, he/she is given an opportunity to clarify the doubts if any. In this situation, the student can approach the concerned teacher and discuss the grievance with him/her. If there is any scope for rechecking/re-evaluation, the student has to submit an application.

External Examination /Evaluation:

Our institutions' large part depends on Universities (University of Rajasthan & Jagadguru Ramanandacharya Sanskrit University) for legitimising its academic and professional programs. Therefore, the authority of grievance related to Final Examinations vested with the Universities themselves.

In case a student misses any examination particularly pertaining to final examination, such cases are referred for examination for next year as per the rules of University of Rajasthan & Jagadguru Ramanandacharya Sanskrit University respectively.

In case a student is desirous of re-checking/ re-evaluation of his/her answer scripts the same is taken up by the university after the student applies for re-evaluation.

If there is any error detected, that is corrected after scrutiny, and if there is any change in the grade for the paper after scrutiny, the grade is submitted again to the examination section who verifies the facts before passing the new grade in place of the old grade after scrutiny. Most of the grievances related to the assessment/examination are received by the Institution after the declaration of the result by the Universities.

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

2.6.4

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

Response:

This Institution issues the Academic calendar of its own which reflects time schedule for the different programmes/courses.

1. A detailed time schedule is incorporated in the academic calendar of the Institution of all the courses with regard to:

- **Internal Evaluation**
- **Remedial Classes**
- **Admission Process**
- **Induction of New Entrants & Old Students**
- **School Internship**
- **Co-Curricular Activities**
- **Micro Teaching**
- **Webinars/Seminars/Workshops**

2. The academic calendar also highlights the need to conduct **Lesson Plans, Practical, Field Visits, etc** in a time bound manner.

3. Regarding conduct of School Internship/Practice of Teaching, the calendar reflects that the same must

be conducted as per the **Guidelines issued by the Universities.**

4. All the coordinators and heads of the departments implement the academic calendar in letter and spirit.

5. Due to the prevailing pandemic and the unrest in the valley, the calendar sometimes gets delayed.

Deadlines for submission of assignments, projects, lesson plans, etc. are conveyed to the students from time to time through notice boards, online modes and verbal communications.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The teaching learning and internal evaluation are aligned with the stated CLOs & PLOs in the following manner:

1. **Orientation programmes in accord with CLOs and PLOs**: The orientation programs acquaint the student teachers about the programme requisites in terms of Program Learning outcomes (PLOs) and Course learning outcomes (CLOs) so that the students are orientated beforehand about the objectives of the program.

2. **Syllabi/courseware delineating CLOs & PLOs:** The syllabi/courseware of each program comes with CLOs and PLOs which enables the students and faculty to adhere to the stated PLOs and CLOs. The same is available on the website.

3. **Internship/School Engagement in terms of CLOs & PLOs**: Internship in all programs is conducted according to the set criteria of assessment which are in accord with the stated CLOs and PLOs. The criteria of assessment give the break-up of marks allotted to different areas and indicators.

4. **Internal evaluation:** The internal evaluation in all programs keeps in mind the CLOs and PLOs. The assessments are done keeping in mind to impart required knowledge, skills and attitudes in student teachers. Assignments, discussions, seminars, demonstrations and tests in theory and internship are used to assess students in terms of stated CLOs & PLOs.

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

2.7.2

Average pass percentage of students during the last five years

Response: 99.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
155	138	130	118	203

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)

2.7.3

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

Response:

The institution has designed its CLOs/PLOs in such a manner that they lead progressively to the development of professional and personal attributes in student teachers. The framed CLOs and PLOs cater to cognitive and professional attributes of the students. The progress in student performance on learning tasks is recorded, to a good extent, in the transcript form in the following ways:

1. **Theory Classes:** All theory classes are conducted and the performance is analyzed through the attainments calculated from the last completed academic years. If the attainment is below the specified level then the institute immediately works for it. The college organizes various extra classes, brainstorming sessions, workshops, quizzes, etc., to increase the interest of the students.

Until present the institution has delineated various attributes to be developed in students in terms of knowledge, skills and attitudes in all courses.

2. **Internship:** The institution has developed broad and detailed criteria to trace the student progress on various components of school engagement/pre-practice/demonstrations. The progress in all areas of school engagement is traced through Criticism Lesson Plans & Final Lesson Plans demonstrated by the students, and assessments are made in form giving credence to the holistic development of student teacher as a competent professional. These plans enable the institution to monitor the performance to enhance the future performance of the students.

3. **Introduction of LMS:** LMS has been introduced in our institution to enhance and monitor learning outcomes in student teachers. The institute has started using LMS to acquaint the students with the facility of getting notes, subject material, books, etc anytime, anywhere. The institution is in a process to refine and fine tune the LMS to the teaching needs of teacher education.

4. **Lesson Plans/Demonstrations:** Students are given assignments regarding planning of lesson, demonstration, internship, microteaching, simulated teaching and practice of teaching, which are monitored and supervised by the teaching faculty, students and the practice of teaching schools.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 98.73

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

Response: 155

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

2.7.5

Performance of students on various assessment tasks reflects how far their initially identified

learning needs are catered to.

Response:

Rajasthan Shikshak Prashikshan Vidyapeeth is committed to improve and cater the learning needs of its students from time to time. The institute analyzes the area of improvements for its students and immediately starts working for it. The institute keeps an eye both for the physical and mental growth of its students. For this, various courses, brainstorming sessions, field visits, workshops, seminars, etc. has been started for the overall development of the students.

Following are some of the examples of the activities carried out for the overall development of the students:-

- **Example 1- Yoga & Mental Health Course:** From 2018-19, the institution began its Yoga & Mental Health Course programme for the students. It is a one month course which helps students with the following:-

1. Reduces Stress And Anxiety
2. Improves Memory And Attention Span
3. Helps To Manage Weight
4. Improves Flexibility, Balance And Posture
5. Teaches Correct Breathing Techniques
6. Promotes Mindfulness
7. Encourages Self-Love And Self-Care, etc.

- **Example 2 – Communication Skills:** With the need of development of Communication Skills in students. For enhancing communication in Sanskrit Language, the college came up with the idea of conducting *Sanskrit Sambhashan Shivir* for 15-30 days every year.

One month Spoken English Course also started from the year 2019-20 by the college for the communication and intellectual development of its students.

- **Example 3 – Brain Storming Sessions** – The institution is offering various Brainstorming sessions and activities from time to time to enhance problem based learning of the students.

The activities include various Quizzes, Group Discussions, Lectures, Seminars, Workshops, etc. The session carries out every year.

The institution is working tirelessly to ascertain and address the learning needs during the course of the programme.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.76

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.1.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: A. Any 4 or more of the above

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

3.1.4

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

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

Response: A. All of the above

File Description	Document
Documentary evidences in support of the claims for each effort	[View Document](#)
Details of reports highlighting the claims made by the institution	[View Document](#)
Link for additional information	[View Document](#)

3.2 Research Publications

3.2.1

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

Response: 0.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	2	1	2

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

3.2.2

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

Response: 0.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	0	4	5

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher year-wise	[View Document](#)
Data as per Data Template	[View Document](#)
Any additional information	[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response: 2.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	1	2	1	2

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

3.3.2

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

Response: 52.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
511	91	103	82	143

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

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 85.59

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

2021-22	2020-21	2019-20	2018-19	2017-18
331	287	336	303	270

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

3.3.4

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

issues and contribute to community development

Response:

The college has been live to social issues all these years and has conducted activities towards social development. The College during its normal school engagement encourages students to go for community engagement and other such activities. This component is a part of internship where each one-teach-one/community engagement/ situational analysis etc., is the part of this component. Some surveys were also conducted. These programs are meant to influence the community where the indicators of education and development are alarming.

1. Every course is accompanied with some portion of self-study or self-work that makes students to take the classroom learning to the relevant areas of action. The students get chance to put the ideas into practice during in-campus and out campus programs. Since the theory practice nexus is such that it would require students to extend the abstractions of theory into the concretions of practice. This part is taken care of when theory meets practice first in the in-campus programs and later in the field. It's important that we have a democratic atmosphere to foster the 21st century skills in students. Our institution has been very democratic in various areas of deciding crucial things by students and staff. This atmosphere does not leave the classroom unaffected. The classroom atmosphere is participative where the teachers and students participate in discussions, classroom seminars, presentations. The climate of collaboration and participation provides platform for critical thinking and hones the skills of dialogue and negotiation. In addition to it there are host of activities that are conducted throughout the year that gives chance for creative self-expression and enhancement of social and emotional skills.
2. The institution has been live to its ecological responsibility also by making it a Plastic Free Zone and No Smoking Zone as well and also by conducting various awareness programs and undertaking activities concerning our fragile ecology such as Cleanliness drives –Swachhta Pakhwada, Tree Plantation Ceremony, No-Polythene Awareness, Mask distribution drives, Programs on World Earth Day, World Water Day, and Subject Tours as well as field visits etc.
3. The College with its teachers and students is working to help the population. In this regard the College has started a drive on Distribution of Food and Clothes to the needy people. The students also helped the people by making them aware about the Need of Education, AIDS, Save Water, Lumpi Virus, etc. Students visited various houses of the people to make them aware of the same. Apart from this, the college organizes Distribution of Parinda Movement every year.
4. Door to Door Surveys were conducted to ascertain the needs and requirements of the households. COVID mitigation initiatives, winter gear, & general health awareness was also taken up in the said area.

In addition to this, the survey also brought to the light the skill deficiencies in the community for which initiatives are being planned.

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

3.3.5

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

Response: 8

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	2	1	2

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

3.4 Collaboration and Linkages

3.4.1

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

Response: 5.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	3	4	7	6

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

3.4.2

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

Response: 1

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

Response: 1

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

3.4.3

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

1. **Local community base activities**
2. **Practice teaching /internship in schools**
3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**

4. Discern ways to strengthen school based practice through joint discussions and planning
5. Join hands with schools in identifying areas for innovative practice
6. Rehabilitation Clinics
7. Linkages with general colleges

Response: B. Any 5 or 6 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The institution has adequate facilities for teaching learning in terms of classrooms, laboratories, computing equipments. The institution has 12 classrooms besides the following blocks:-

1. Academic Block
2. Administrative Block
3. Laboratory Block
4. Library Block
5. Common Room
6. Canteen
7. Toilet Facility
8. Seminar Hall
9. Meeting Hall
10. Assembly Block
11. Sports Ground
12. Yoga & Meditation Hall
13. Temple
14. Garden
15. Medical Room
16. Peon Rooms
17. Hostel
18. Parking Area

The institution possesses fully equipped 6 smart classrooms and an ICT enabled Seminar Hall with seating capacity of more than 250 persons. The college has Physical Education Department, IQAC, Admission Cell, Training & Placement Cell, Counselling room, Principal Office, Art Room, Examination Cell, Meeting Halls, Staff Room, and Accounts Cell etc.

Besides, a well-equipped Psychology Lab, Language Lab, Science Lab, Geography Lab, Educational Technology (ET) Lab, the institution has a dedicated Computer Lab with networking and internet facility for students. The teaching faculty is keenly making use of E-learning resources like Google Meet/Webex for further enrichment of teaching learning process. The institution has also developed e-content for various courses and the subject wise material is uploaded on the college website.

The institution encourages teachers for online teaching.

The institution also has 6 laboratories for further enriching teaching learning process.

The institution also has 50% ICT enabled classrooms, digital projectors and smart boards that facilitate and enhance our teaching –learning process. The institution also has seminar hall & Meeting Hall for catering to the demands of organising seminars, debates, guest lectures, meetings etc. for interactive teaching – learning activities.

The College contains Hostel Facilities as well only for boys with the occupancy of 60 students.

The institution has developed E-content for various courses and the subject-wise material is uploaded on the college website for dissemination among students.

The institution has adequate sports facility for learners. The institution is having Indoor and outdoor Sports Room with the games like - Table Tennis, Carom, Chess, Volley Ball and Badminton Court; Kabbaddi, kho-kho ground. The college also have Gym Centre, Yoga & Meditation Hall for the physical and mental enrichment of the students.

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

4.1.2

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

Response: 57.14

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

Response: 8

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

Response: 14

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

4.1.3

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

Response: 48.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
8.7	0.6	1.7	1.3	9.5

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Rajasthan Shikshak Prashikshan Vidyapeeth has a Centralized fully Wi-Fi enabled Double-Storey Library with a seating capacity of more than 150 students.The collection of library includes17032 books,

20 Journals, 500 Magazines, newspapers, catalogues and various other formats.

Our college has subscribed for the KOHA software in the session 2021-22 which is an Integrated Library System with a range of features including: Online Public Access Catalogue (OPAC) module which provides a simple and clear interface for library users to perform tasks such as searching for and reserving items and suggesting new items.

The KOHA offers the access to both faculty and students to its e-resources. Once user is registered by the library, KOHA can be accessed from anywhere, anytime irrespective of platform and device he/she is using. Thus, it is immensely helping our students and teachers in their academic pursuits.

The KOHA have been a boon for teachers and students alike during COVID-19 pandemic as it has helped them in unhindered access to quality resources. It was of a great help for library users in getting access to quality free and open access material/contents specifically meant for the subjects / course papers taught in the college.

KOHA is user friendly software, as it is built up with easy accessible tabs which separates the reading material according to the names of the writers, subjects, courses, etc. which turns to be very helpful both for the students and the teachers to find the material as per their need.

KOHA contains hand written notes and videos of the various subjects of our faculties, which can be easily accessed by the students at any hour of the time. Many E-Journals, E-Resources and E-Books are also available on the portal.

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

4.2.2

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

Response:

Library is a storehouse of books. It provides various other sources of information for reading in its premises as well as borrowing for home. Rajasthan Shikshak Prashikshan Vidyapeeth has a Centralized fully Wi-Fi enabled Double-Storey Library with a seating capacity of more than 150 students.The collection of library includes17032 books, 200 Journals, 500 Magazines, newspapers, catalogues and various other formats. Wide range of books are stored in a library and well organized in book shelves which is managed by two persons – Librarian and Lab Boy which is fully dedicated towards maintaining

and helping the students and teachers with their needs.

E-Library means students or teachers can consult online books, images, videos and all the other educational contents without having to wait and go to the nearest physical library. They can do it in a formal environment, for example at college, or they can relax at their homes getting an instant access to the information they need.

With this motto only, our college has subscribed for the KOHA which is an Integrated Library System with a range of features including: Online Public Access Catalogue (OPAC) module which provides a simple and clear interface for library users to perform tasks such as searching for and reserving items and suggesting new items.

Remote Access:

The college library is subscribing COHA and offer access to both faculty and students to its e-resources. Once user is registered by the library, COHA can be accessed from anywhere, anytime irrespective of platform and device he/she is using. Thus, it is immensely helping our students and teachers in their academic pursuits. The COHA have been a boon for teachers and students alike during COVID19 pandemic as it has helped them inunhindered access to quality resources.It was of a great help for library users in getting access to quality free and open access material/contents specifically meant for the subjects / course papers taught in the college.

COHA is user friendly software, as it is built up with easy accessible tabs which separates the reading material according to the names of the writers, subjects, courses, etc. which turns to be very helpful both for the students and the teachers to find the material as per their need.

COHA contains hand written notes and videos of the various subjects of our faculties, which can be easily accessed by the students at any hour of the time.

E-Journals, E-Resources and E-Books are also available on the portal.

In case, the students and faculty members who for some reason have forgot username/password of COHA portal can furnish details for quick reset of their COHA portal.

File Description	Document
Details of users and details of visits/downloads	[View Document](#)
Any other relevant information	[View Document](#)
Landing page of the remote access webpage	[View Document](#)

4.2.3

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

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

Response: B. Any 3 of the above

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

4.2.4

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

Response: 0.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
1.4	0.7	0.5	1.2	0.9

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

4.2.5

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

Response: 3.84

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

Response: 177

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

Response: 407

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

Response: 361

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

Response: 643

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

Response: 235

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

4.2.6

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

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

Response: B. Any 3 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Rajasthan Shikshak Prashikshan Vidyapeeth is well equipped with the IT facilities. In order to meet the IT related demands, the institution has a Maintenance Officer catering to the needs of various departments. The Maintenance Officer contacts our vendors for any repair, maintenance or replacement work of the equipments. The repair and maintenance work of the institute takes place from time – to – time. The vendors use to visit the campus twice a month as and when the need arises. The college ensures optimal utilization of funds from time to time for upgradation of facilities in the interest of learners.

The campus is fully Wi-Fi enabled. Moreover, the institution has also enhanced its speed from 300 Mbps to 500 Mbps.

The institution has 60-65% ICT enabled Campus. All the labs- Computer Lab, Psycho Lab, Language Lab, Science Lab, ET Lab Geography Lab, Art & Craft Lab, library, admin office are fully ICT enabled. Moreover, 50% of the classrooms consist of ICT facilities.

The institution has an established E-Library with the software KOHA. KOHA offers access to both faculty and students to its e-resources. Thus, it is immensely helping our students and teachers in their academic pursuits. The KOHA have been a boon for teachers and students alike during COVID19 pandemic as it has helped them in unhindered access to quality resources. It was of a great help for library users in getting access to quality free and open access material/contents specifically meant for the subjects / course papers taught in the college.

The institution runs its Learning Management System (LMS) also which provides an indispensable set of features that support educational activities for classroom learning. It helps make learning more interactive and fun, track student progress, create and deliver various educational content, and collaborate on projects.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	**View Document**
Any additional information	**View Document**
Link for additional information	**View Document**

4.3.2

Student – Computer ratio for last completed academic year

Response: 5.84

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

4.3.3

Internet bandwidth available in the institution

Response: 300

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

Response: 300

File Description	Document
Receipt for connection indicating bandwidth	**View Document**
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	**View Document**
Any other relevant Information	**View Document**

4.3.4

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

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

Response: C. Any 2 or 3 of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 48.26

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	1	0.9	5	4

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

4.4.2

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

Response:

The infrastructure pertaining to physical, academic and support facilities in college are regularly maintained under the supervision of various committees which include members from both students, teaching and non-teaching staff. Most of the classrooms have ICT enabled facilities.

The college ensures optimal utilization of funds from time to time for upgradation of facilities in the interest of learners.

The College hires ICT experts from outside from time – to –time that oversees the ICT support facilities of the Computer Systems and other IT related devices. Any repair beyond the scope of the technical staff of the college is done through authorized service centres/external agencies and purchase of spares (if any) is also made.

The Library Advisory Committee is responsible to purchase, procure books, manuscripts, subscriptions of journals and other materials based on the recommendations from the HOD's and faculty members of different departments of the college. The college library is fully automated with COHA based system in place. The maintenance of different sections of the library and stock verification of books and other materials is done regularly by the library staff.

The college have Lab Attendants to ensure proper upkeep of the labs including Psychology Lab, Geography Lab, Science Lab, Language Lab, Education Technology Lab and Computer Lab and maintain proper record of items/equipment in the labs.

The Sports Committee keep a record of all the sports equipment and the procurement of new equipment is done by following a proper procedure.

The college has both Indoor & Outdoor play areas and a separate Gym and Yoga & Meditation Hall for learners equipped with various sports equipment.

The classrooms are maintained on regular basis and cleanliness is ensured by a group of Class –IV employees and sweepersThe Managing/Academic Planning Committee of the college inspects the classrooms and other support facilities for learners on periodical basis to ensure proper seating arrangement and other facilities and recommends its upgradation/repair/purchase and necessary arrangements are made in this regard after approval from the principal.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

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

5.1.3

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

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

Response: A. All of the above

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

5.1.4

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

1. Monetary help from external sources such as banks

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

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

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: B. Any 3 or 4 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 1.88

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	2	5	4	0

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

5.2.2

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

Response: 12.9

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

Response: 20

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

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

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

5.2.3

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

Response: 1.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	2	3	3

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

5.3 Student Participation and Activities

5.3.1

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

Response:

Our institution is very much particular in making the student council vibrant and active. The main objective of the council is to improve the quality of education and to create a healthy academic atmosphere for the students. The council is actively participating in cultural activities and sports in the institution. It is highly active and plays a proactive role through the following:

1. **Grievance Redressal:**

Grievance Redressal Cell of the college always maintains close contacts with all the class representatives and collects grievances/issues from the students for onward submission and redressal to college administration. All the grievances are seriously taken and redressed on fast track basis.

2. **Institutional feedback:**

The student council is highly active in sharing feedback regarding the institution, teachers, teaching methodology and the college administration. It brings forth not only the need of student community but also highlights potential areas for college development. The feedback is analyzed by the IQAC and presented before the college administration for further course of action.

3. **Part of conducting and organizing events:**

The council is actively involved in the planning and execution of different activities pertaining to academic, sports and cultural events.

4. **Part of College Committees:**

The students are made part of different college committees, such as Cultural/Extra Curricular Committee, Tour Committee, Discipline Grievance Cell Committee, Sports Committee, Women Cell/ Sexual Harassment Committee, Academic Linkage & Community Service Committee, Feedback Committee and Anti-ragging Committee. The Student members are nominated by the council/presidium so as to make them involved in the functioning of the various committees.

5. **Facilitate Communication**:

Student councils of the institute act as a platform for student voices to be heard and can provide a space for students to communicate their needs and concerns to the college administration.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	**View Document**
Documentary evidence for alumni role in institution functioning and for student welfare	**View Document**
Copy of constitution of student council signed by the Principal	**View Document**

5.3.2

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

Response: 9.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	12	8	8	5

File Description	Document
Reports of the events along with the photographs with captions and dates	**View Document**
Data as per Data Template	**View Document**
Copy of circular / brochure indicating such kind of events	**View Document**

5.4 Alumni Engagement

5.4.1

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

Response:

An Alumni Association is an organization of former students of an institute who meet each other, stay connected and foster relationships. It is a platform for graduates to stay in contact with their alma mater and with each other. It helps to bring alumni together and provide them with opportunities for lifelong learning, networking, and career support. The Alumni Association plays an important role in the growth of an institution. It provides a platform for alumni to give back to the college or university through

donations, volunteering, and mentoring. Alumni can also provide valuable advice and support to the current students, faculty, and staff. This can help to create a strong bond between the alumni and the college. The Alumni Association also provides a platform for networking and professional development. Alumni can connect with each other and share ideas and experiences. This helps alumni to stay connected with their college and to stay abreast of the latest news and developments.

The Alumni Association of the college is registered with the name **Pura Prashikshanarthi Samiti** is the name of Alumni association of our institution which is registered under **Rajasthan Societies Registration Act, 1958 (Rajasthan Act No. 28, 198).**

 The main objective of this association is to utilize the services and valuable experiences of Alumni members for the overall development of the institution.

The college conducts the meetings of the Alumni Association **twice** a year. Alumnis share their concerns, experiences and suggestions. These suggestions/ feedback expressed are analyzed and administered for the further course of action.

Since RSPV is running teacher training programmes like B.Ed., B.A.B.Ed. and Shiksha Shastri. Therefore, the institution always maintains close contacts with the alumni members so as to involve them in various activities of teacher training programmes. Some of the major contributions of alumni members towards the development of institution are as under:

1. Mentoring-

The Alumni association in our institution plays an active role in programmes like mentoring students in their area of expertise. Alumni are invited to share their success stories and motivate and groom the students holistically. Alumni as mentors share information and experiences about their own career paths, and provide guidance, motivation and emotional support to the students. They also assist students in exploring careers, setting goals, developing knowledge, skills and positive attitude towards the teaching profession.

2. Extension Lectures and Career Counselling-

The institution invites Alumni to provide inspirational lectures with an objective to update the students with the latest trends in the fields of education and technology. Different programmes are also organized by the institution in which alumni members interact with the students regarding teaching pedagogy/methodology.

3. Resource Persons-

Many of the alumni members are called upon to serve as resource persons in various institutional programmes, orientation & induction programs, seminars, conferences, workshops, convocation, prize distribution ceremony, etc.

4. Fundraising Arm-

Alumni Associations also serves as the fundraising arm for the institution.

File Description	Document
Details of office bearers and members of alumni association	[View Document](#)
Certificate of registration of Alumni Association, if registered	[View Document](#)

5.4.2

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

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: C. Any 2 or 3 of the above

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

5.4.3

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

Response: 9

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	1	1	1

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

5.4.4

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

Response:

The Institution has a good rapport and network with alumni and former faculty members. The Alumni Association of the college is registered under **Rajasthan Societies Registration Act, 1958 (Rajasthan Act No. 28, 198)** with the name **Pura Prashikshanarthi Samiti**. The College periodically convenes meeting of Alumni Association members and invites their valuable suggestions for the betterment of the college. In order to motivate and nurture special talent of students, the institution has made it a point to invite eminent alumni members on various occasions like **Seminars, Workshops, Conferences, Orientation, Annual Day, Prize Distribution Ceremony, Convocation,** etc. During these programmes, the Alumni share their valuable experiences and success stories to motivate and groom the students for teaching profession. The Alumni members not only motivates the students for seeking teacher education programmes but also acts as a role model and torch bearers for the teacher aspirants.

During orientation programmes, the students gets opportunity to interact with the eminent alumni members regarding **programme learning outcomes, pedagogy, recent developments in the field of education and the need and importance of teaching competencies**. They share their valuable experiences and knowledge in order to improve the overall quality of education in the institution.

In addition, the college conducts **Alumni meetings** every year where they share their concerns, experiences and suggestions. The suggestions/ feedback expressed by alumni members are analyzed by the IQAC team and the same is presented before the College administration for further course of action.

Alumni Associations also serve as a fundraising arm for the college.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

We envision ourselves as one of the leading institutes for teacher training that impart quality and value based education to the students of the state by upholding the highest standards of transparency, accountability and efficiency.

Out constant endeavor is to provide a safe, secure and conducive learning environment to all the students, particularly girls who aspire for higher education.

Students found beneficial its value-based education, as well as the creation of a welcoming, academically challenging, and supporting environment conducive to personal growth and time lined infrastructural improvements to the campus to good governance, excellent administration and trust worthy leadership.

By optimizing the use of its resources, the college aspires to provide strong governance and leadership with intellectual honesty, ethical standards, mutual respect and student-centric multi-disciplinary learning.

Academic & administrative performance is improved by highly qualified and competent leaders at all levels of the college, working within a well-defined organizational structure.

The governing authorities are involved in formula in policies, regulating and implementing guidelines for continuous improvement of the institution.

The college endeavor to:-

* Vision:-

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"

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

6.1.2

Institution practices decentralization and participative management

Response:

The college practices decentralization and participatory management in keeping with its belief in collective leaderships and democratic tradition.

The focus on shared responsibility and transparent working decisions are taken collectively. Democratic norms and practices are adopted in decision making and function of the college.

A particular reflection of this practice may be seen in the extensive delegation of authority to the teachers in the college.

The ways in which teachers participate in the Management Process –

- The Principal oversees the Teaching Plan.
- Teachers have the right to make adjustments in the routine.
- They often takes the lead in planning seminars, workshops, career counselling session, remedial measures, inter-departmental or/and inter-college exercises etc.
- They have liberty to introduce creative and innovative measures for the benefit of their students.
- They can decide on the nature, pattern and duration of special and remedial classes for the students.

The above enumeration of features comprising participatory management points fairly conclusively to the ethics of decentralization which is integral to the institution and informs its functioning at every level.

The decentralization reflex in various committees like:-

1. Internal Quality Assurance Cell (IQAC)
2. Admission Committee
3. Teaching Practice Committee
4. Tour Committee
5. Alumni Committee
6. Discipline Grievance Committee
7. Time Table Committee
8. Cultural/Extra Curriculum Committee
9. Extension Lecture Committee
10. Sports Committee
11. News/Letter Publication Committee
12. Women/Sexual Harassment Committee
13. Academic Planning Committee
14. Internal Assessment Committee
15. Guidance & Counselling Committee
16. Academic Linkage & Community Service Committee
17. Feedback Committee
18. Research Committee
19. Anti - Ragging Committee

Examples of Decentralization & Participative Management:-

SUPW CAMP which is conducted by the college every year. All the teachers, students, and staff members participate in the camp with full enthusiasm & work for its huge success.

This year also Rajasthan Shikshak Prashikshan Vidyapeeth conducted its SUPW Camp- 'Rituraj' from 7th February to 12th February 2022.

Many programs were presented by the trainees. Various competitions were also organized such as solo folk dance competition, group folk dance, folk songs, poster making & card making competition. The theme for the card making competition was 'Life Drawing of the Immortal Martyrs of our Freedom'. Through which the contestants portrayed the immortal martyrs of the country.

Other competitions included- catwalk competition (both singles & doubles), pot making, Rangoli, fancy dress competition, food without fire, best out of waste.

Various indoor & outdoor sports competitions were also held which included- Chess, kabbaddi, Carrom, table tennis, ludo, snake & ladder, kho-kho, volleyball. Badminton, etc…

The preparation of the whole camp use to start days before. All the teachers do their best to take out the best from within their students. This is how full participative as well as decentralization of activities takes place in the institution.

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

6.1.3

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

Response:

Rajasthan Shikshak Prashikshan Vidyapeeth maintains complete transparency in its financial, academic, administrative and other function by clearly defining its vision, mission, objectives and procedures and disseminating them at all levels. Proper procedures are strictly followed according to government norms.

1. Transparency in Financial Function:-

RSPV strictly follows all the rules and regulations of government of India.

All expenditure proposals undergo strict financial scrutiny at various levels. All its purchases are made in a transparent manner.

Annual Budget and Annual accounts are prepared and placed before the finance committee and governing Body.

2. Transparency in Academic Functions:-

The college offers B.A.B.Ed., B.Ed. and Shiksha Shastri courses; Admission is taken on the basis of entrance examinations as directed by government of Rajasthan at PTET website.

The college strictly adheres to the academic calendar that details the various activities in advance.

There is a provision for remedial classes and grievance redressal system as well.

3. Transparency in Administrative Function:-

Every employer from top to bottom is part of the college administration.

Recruitment and staff promotions are undertaken with utmost.

Applications for various teaching and non-teaching staff are received and processed promptly.

Teaching as well as non-teaching staff is given additional tasks in addition to their normal duties from

time to time. Deep interest is taken by the employees to complete the assigned tasks.

Various committees are formed look into the various activities of the college.

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

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The strategy followed by the college is quite specific and action oriented. In order to achieve the goals the Rajasthan Shikshak Prashikshan Vidhypaeeth has designed specific short term and long term plans. The time-bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. The officers of the college are governed on the principles of participation and transparencies.

The college maintains an efficient management system to collect align and integrate information on academic and administrative aspects of the college. The college has good practice of meting & deciding on issues. The various teacher incharge are under the obligation of reporting the matter to the head. It is a well-planned and meticulously observed practice.

Partially, the following activities fall under the preview of the issue in hand:-

1. Syllabus coverage
2. Use of Audio-Visual Aids
3. Students Attendance Record
4. Internal Assessment
5. Laboratory Work
6. Use of ICT and Educational Technology

The above aspects are handled by the concerned committees headed by the head of the college. Prospective Plan is developed at the beginning of the academic session.

Development of programmes works on the collective wisdom of the faculty.

File Description	Document
Documentary evidence in support of the claim	**View Document**
Link for additional information	**View Document**
Link to the page leading to Strategic Plan and deployment documents	**View Document**

6.2.2

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

Response:

Organizational structure of Rajasthan Shikshak Prashikshan Vidhypaeeth is framed, in which, the Secretary and the Principal form the nucleus of the administration with the former being the final authority in all the financial matters. 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 is assisted by senior most teachers like, HODs, in-charges and other faculty members. They all follow rules and regulations as prescribed by UGC/NCTE/State Government for the constituent colleges. Faculties are directly responsible for the academic and curricular development of the students. Staff members have been designated as criteria in-charge, chairperson or members of various committees.

Various policies are framed for the effective & efficient running of the institution. Such as:-

1. **HR Manual**: - The objective of this Manual is to lay down policies and procedures that will govern the management of personnel involved at different levels for the furtherance of the objectives of RSPV. This Manual also defines the terms of employment and conditions of service of employees engaged by RSPV.
2. **Code of Conduct** – The main purpose of a code of conduct is to set and maintain a standard for acceptable behavior to all stakeholders in a company. It is a reminder to the employees of what is expected from them. It further highlights that their actions should be always aligned with the ethos of the business.
3. **Feedback Policy** - Feedback is the essence of two-way communication between the provider and the receiver. Effective feedback, both positive and negative, is important for continuous improvement as it helps in understanding the strengths, weaknesses, opportunities and challenges faced by the Institute.
4. **Gender Sensitization Policy -** Gender sensitization is the modification of behaviour so that there is greater awareness and empathy to create gender equality. Since its inception, RSPV has focused on women empowerment by not only by providing world class education but also by providing a conducive environment for their holistic development.
5. **Maintenance Policy**- The purpose of the scheduled maintenance program is to allow the college to anticipate maintenance requirements and make sure the college can address them in the most

cost-effective manner.

6. **Research Policy** - The proposed incentive policy's main goal is to encourage faculty at Rajasthan Shikshak Prashikshan Vidyapeeth, Shahpura Bagh to do high quality and produce other research outputs.

7. **Strategic Plan** - For an organization, strategic planning is very essential to accomplish the Vision and Mission, which it dreams of. Strategic planning is a continuous process with a specific focus on accomplishing institutional goals in this competitive world.

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

6.2.3

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

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

Response: B. Any 5 of the above

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

6.2.4

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

Response:

The planning and implementation of all the activities of various bodies and committees is carried out by the members of the respective bodies through a well-organized system of planning and evaluation.

Minutes of meetings are duly recorded for maintenance and transparency of records. Various activities and plans in the college are formulated according to the guidelines of the affiliated University &vision and mission of the college.

1. Internal Quality Assurance Cell (IQAC):-

The purpose of the Internal Quality Assurance Cell (IQAC) in a college is to monitor, evaluate, and improve the quality of education being offered.

2. Admission Committee:-

The Committee is formed to receive applications and scrutinize through the admission committee to confirm the eligibility.

3. Teaching Practice Committee:-

This Committee is formed to maintain & manage all the work related to teaching practices.

4. Tour committee:-

Tour Committee plays an important role in imparting practical knowledge of any subjects.

5. Alumni Committee:-

The committee is formed to organize Alumni meet to facilitate the reunion of the Alumni.

6. Discipline Grievances Committee:-

The committee takes care for maintaining overall discipline and grievances in the institution.

7. Time Table:-

This committee is formed to maintains & make all the time tables, annual report, academic calendar etc. for the college.

8. Cultural/Extra-curriculum Committee:-

This committee manages all the cultural events as well as extra-curriculum activities from their planning to their execution throughout the year.

9. Extension Lecture Committee:-

Extension lectures are taken by the external experts in their field. The committee is formed to arrange for

extension lectures.

10. Sports Committee:-

The committee is responsible for procuring all types of supporting inventory as per the requirements.

11. News/Letter Publication Committee:-

The committee is responsible to for any publications whether news/letters of any event or activities held in the college.

12. Women /Sexual Harassment Committee:-

To make women aware of their rights, help them in raising then voice against all kinds of discrimination.

13. Academic Planning Committee:-

To formulate and manage schemes for students' development, training etc.

14. Internal Assessment Committee:-

Internal Assessment Committee is responsible or organize or manage internal assessment of the college.

15. Guidance & Counselling Committee:-

Guidance and Counselling cell function in our instructions with the objective to provide learning and teaching opportunities in the areas of academic career & personal or social development.

16. Academic Linkage & Service Committee:-

This Committee promotes collaboration and partnership with other institutions of higher learning, corporate bodies, and other relevant organizations.

17. Feedback Committee:-

The committee is formed to take feedback from the students from time-to-time regarding teaching learning process.

18. Research & Journal Publication Committee:-

This committee is formed to manage all the research & journal publication work of the various teacher or faculties.

19. Anti-Ragging Committee:-

To overview and ensure that there is no ragging in the campus (including hostel).

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Rajasthan Shikshak Prashikshan Vidyapeeth caters their staff as family members and is fully supportive in every way for the professional development of both its teaching as well as non-teaching staff.

It provides several welfare measures necessary for both of its teaching and non-teaching staff.

Various monetary, non-monetary measures towards personal and professional growth are being followed to the satisfaction of the employees.

The institution takes ample number of welfare measures both for its Teaching and Non-Teaching staff. Such as:-

Welfare Measures for Teaching Staff:

Welfare measures (Academic)

- The institute ensures facilitation of process/procedure required for attaining higher qualification.
- The institution is focused at giving diverse experiences to its faculty, through several workshops, seminars, webinars, etc
- Orientation programs and conferences are organized by the institution for the teaching faculty throughout the year.
- The college organizes several programs (Induction training programs, workshops/Faculty development programs) for building the professional competencies of its faculty members from time to time.
- Faculty members are provided with latest study material including e-journals, e-books, magazines, etc.
- The institution has both LMS & KOHA Software which enables faculty members to access e-resources for professional empowerment.

Welfare measures (Administrative)

- Employees Welfare Fund:- If any Teaching Faculty pass away during the course of his/her service, college will help his family members with the amount up to rupees one lakh (Rs. 1,00,000/- only).
- The institution has fully Wi-Fi enabled Campus, accessible for all faculty members
- Maternity leave of 45 days is given to teachers.
- Academic Leave is given for attending Conference/Seminars/Workshops etc.
- Reduced workload while doing Research/ Higher Studies.
- Personal Accidental Insurance for all Teaching Staff.
- Academic Leave & Duty Leave is also provided
- Employees' provident fund is provided.
- Sports, gym and yoga facilities are provided.
- Free Wi-Fi facility on campus.
- 15 casual leaves are granted.
- Maternity Leave of 45 days

Welfare Measures For Non-Teaching Staff:-

- Employees Welfare Fund:- Employees Welfare Fund:- If any Non-Teaching Staff pass away during the course of his/her service, college will help his family members with the amount up to rupees one lakh (Rs. 1,00,000/- only).
- Employees' provident fund is provided.
- Free Wi-Fi facility on campus.
- Personal Accidental Insurance for all Non-Teaching Staff.
- 15 casual leaves are granted.

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

6.3.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

6.3.3

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

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

6.3.4

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

Response: 3.74

6.3.4.1 **Total number of teachers undergoing online/face to face Faculty Development Programmes**

(FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	1	2

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

6.3.5

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

Response:

Rajasthan Shikshak Prashikshan Vidhypaeeth has a mechanism in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff.

1. The institution or management evaluates teachers based on teaching, research and participation in development activities.
2. Structure 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 analyzed.
4. The Head of the Department concerned and the Principal gives their remark on the performance of the faculty members.
5. Based on this performance appraisal and feedback from the student & peers, the teachers are given promotions, increment and other facilities.
6. The staff appraisal method has motivated the faculty to-

- Pursue higher studies.
- Publish research papers in reputed journals & books.
- Participate actively in all the developmental programs.
- Take up membership of various state and local level researches.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	**View Document**
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	**View Document**

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Rajasthan Shikshak Prashikshan Vidyapeeth has set up a system for directing internal and external audits for ensuring proper accounting for receipts and payments. Institute follows the procedure laid down by the Affiliating University. The college's financial accounts are audited regularly. The internal and external audits are conducted.

Income & Expenditure of the institute are audited twice in a year by college finance committee for internal audit. The committee monitors the purchase and expenditures incurred from funds generated through fees and others grants.

The budget takes into consideration the following:-

- Maintenance & construction of building, i.e. Campus Development.
- Research & Developmental activities.
- Sponsoring faculty members for seminars, workshops, conferences & faculty development programmes.
- Purchase of books & subscription of journals in the library.
- Payment of internet, electricity, water & telephone bills.

Every academic year, it is mandatory to prepare recurring and non-recurring expenditure statements.

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

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, tax payment, loan, purchase orders for the library or lab equipments, teaching aids, furniture, facilities, etc.

The External Audit is done by the statutory Auditor (CA).

The audit of accounts and submission of income tax returns are being carried out regularly each year by

the Chartered Accountant (CA) and the same is verified by the Accounts Officer of the institute.

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

6.4.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

Revenue generated from student fee etc. is a single major source of revenue which is utilized for College infrastructure maintenance, whenever deemed necessary as well as for the development of academic and student services facilities as per the guidelines issued by the State/UT Higher Education Department from time to time.

Optimal utilization of Resources: Keeping in line with the norms, the college has set up various committees. These committees have college teaching as well as non-teaching staff as members with each one having its own convenor. The members of the committees are elected at the beginning of every academic year. This setup has democratised decision making in academic as well as advministrative matters as the members of the committees take collective decisions on matters of administrative and academic relevance. This procedure potentially ensures timely decision making on important developmental and student related infrastructure augmentation projects/works as well as achieving well

defined academic targets in a time bound manner.

Also the resources are utilized for the following purposes as well:-

- The facilities such as classrooms/labs are used for conducting government/professional exams.
- Infrastructure resources are used for organizing various seminars/workshops/conferences/guest lecturers etc.
- Several faculties oriented and student centric activities are conducted utilizing the resource of the institution to the maximum.
- Physical Infrastructure is optimally utilized beyond regular college hours by conducting classes for curricular & extra-curricular activities.
- Library also functions beyond college hours for the benefit of students, faculties and alumnus.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

Rajasthan Shikshak Prashikshan Vidyapeeth has adopted quality management strategies in academic and administrative aspects. It is geared to promote an ambience of creativity, innovation and improving quality. The college formulated and established its Internal Quality Assurances Cell (IQAC) so as to respond to the changing educational, social and marked demands.

The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time-to-time i.e. from beginning to the end of the course.

This cell also examines and addresses the suggestions received through different mode such as verbal, communicated or through allied channels.

Its major activities include:-

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the college.
- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.

- Arrangement for feedback responses from students, parents and other stakeholders on quality related institutional process.
- Dissemination of information on the various quality parameters.
- Organization of various workshops/seminars on quality related themes & promotion of quality circles.
- Documentation of various programmes/activities of the college leading to quality improvement.
- Development of Quality Culture.

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

6.5.2

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

Response:

Rajasthan Shikshak Prashikshan Vidyapeeth is sensitive to the quality of education as well as to changing educational, social and market demands.

The college has Internal Quality Assurance Cell (IQAC) which asses the performance of the programmes approved by it. The quality is reflected in the implementation of the academic programmes and quantum of target achieved.

The college takes utmost care in planning and implementation of the academic programmes. To sustain the quality of its academic programmes, the stakeholders' feedback and the previous years' results are the benchmark for further improvement.

The college makes all efforts to-

- Ensures adherence to academic calendar with the help of schedule for all activities.
- Supervise content delivery by faculty.
- Learning Management System (LMS) for sharing study material to all students.
- Ensures high performance of students in internal examination.
- Monitor attendance of students and also keeps the students informed about the same.
- LCD projectors have been installed in various classrooms for a better learning process.
- Remedial classes are organized as per the requirement and feedback of the students.
- To make the library student friendly the institution has taken the measures to digitalize the library.

- Evaluation teaching-learning methodology periodically through student feedback.

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

6.5.3

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

Response: 20.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
37	18	20	15	14

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

6.5.4

Institution engages in several quality initiatives such as

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

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

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

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

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

6.5.5

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

Response:

The IQAC is putting its best and all-out efforts to bring improvements in academics and administrative processes of the college so that quality education can deliver great leaders in future.

The Institute's IQAC contributes well in academic audit & suggesting process of improvements and has taken a number of initiatives to improve quality in the academic and administrative areas, which have been effectively executed during the previous years. The IQAC is not only monitoring and ensuring that such actions are carried out, but it also makes genuine efforts to lay a solid framework for institutionalizing and internalizing these best practices in the long run.

Year after year, academic and administrative improvements are noted, which are demonstrated as follows:

Improvements:-

1. Learning Management System (LMS) is introduced for improvement in Quality Teaching in 2021-22
2. KOHA Software has been introduced to help both students & teachers in their academic pursuits

as well as to provide remote access of library.

3. 60% of the institute's classrooms, laboratories, seminar hall is converted with ICT facilities.

4. Planning to conduct various Placement related programmes to make students more skilful in education.

5. Institute follow the learning as the course learning outcomes, program learning outcomes

6. Started various Value added courses

7. Started various Certification Courses for the overall development of the students, such as – Yoga & Mental health, Sanskrit Sambhashan Certification Course & Spoken English Course.

8. MOU with industries & academia to get better placement & higher education opportunities.

9. Organize various Webinars/Seminars/Workshops to enhance the skills of the students as well as faculty members.

10. To enhance the research culture in education system, institute started Faculty Award & Recognition System.

11. To make transparent & feasible system, institute introduced various Policies & Schemes for both academics & administrative. Such as Feedback Policy, Research Policy, Slow Learner & Advanced Learner Policy, Maintenance Plan, Strategic Plan, Energy Policy & various committees.

12. Institute will expand faculty development programmes both for teaching as well as non-teaching for development of academic & administrative skills respectively.

13. Alumni chapter is registered.

14. Organizing a greater number of sports, cultural, curricular, and co-curricular events in the University.

15. Regular Development in Infrastructure of the institution.

16. Many Green Initiatives were taken. Such as Tree Plantation, Parinda Distribution Movement, etc.

17. Development of Rainwater Harvesting System.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

A green campus is a cleaner, safer and healthier place to live and work and also a place where

Environment friendly *practices* and education combine to promote sustainable and eco-friendly practices in the campus. Environment safeguarding is under way in the college campus. The following are the green practices that are initiated in the campus to promote eco-friendly practices in the campus. The following are the Energy saving initiatives taken up by the Institution.

- Power management features are activated on computers, printers etc.
- Anything not in use should be unplugged. Many devices still use energy even if they're not in use.
- Unnecessary lights are turned off and it is ensured daylight wherever possible.
- LED lights are used in some places of the campus.
- Use natural lightings and ventilation to avid day time light.
- Use of fans is ensured to save unnecessary usage like putting the fan off when the room or halls are empty.
- All the appliances like chargers, computers, printers are unplugged when not in use
- Air conditioners are used occasionally.
- The college has solar energy system installed as an alternate source of energy of 16KW,
- The College has an adequate green coverage of Neem, Ashoka, Mango, Jaamun, Beel, etc., trees in the campus, which makes weather moderate locally in the college especially during summer season and thereby, reduces the usage of Air Conditioners and Electric Fans.
- E-waste is usually collected and disposed off from time to time.
- College also conduct a Green Audit every year so that energy can be saved.
- College also have an ISO 14001:2015 (Environment Management System) certificate.
- College also have an ISO 50001:2018 (Energy Management System) Certificate.

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

7.1.2

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

Response:

Rajasthan Shikshak Prashikshan Vidyapeeth, Jaipur realizes sustainable and holistic waste management essential in reducing its environmental footprints and providing a safe and healthy work environment for teaching, non- teaching staff, students and visitors.

The institution ensures that all campus wastes are disposed off responsibly by using proper waste segregation mechanism at the source and if possible convert it into environment friendly products. Institution has a stated policy and procedure for implementation of waste management.

- **Solid Waste Management:** Dust bins are provided in the campus to keep the campus clean, neat and tidy. Awareness on segregation of waste is created and blue and green dustbins are used. The waste from canteen, Staffroom, hostels, classrooms & other places is disposed off appropriately. The office is slowly yet surely shifting to paperless office management, as such the consumption & production of paper waste has been considerably reduced. The campus is a No Polythene Zone & prohibits single use plastic. Transport arrangements are made for solid waste management through Jaipur Municipal Corporation.

Compost arrangements are also made to convert solid waste into fertiliser/manure. The initiative under National mission on "Clean and Green Environment" followed by Swatch Bharat Abhiyan, Swachhta Pakhwada, Plastic ban, etc. are organised from time to time. Furthermore, drives & awareness programmes are conducted in the campus & beyond as and when required.

- **Liquid Waste Management:** Faucets, water pipelines and drainage are maintained from time to time. The waste water is disposed off properly in the drainage system. Portable drinking water facility is available in all the blocks of the campus through proper monitoring. Proper drainage system is arranged for all the buildings of the campus.
- **E-Waste Management:** Awareness programs are initiated on e-waste management to sensitize the students & the staff to encourage e-waste management practice. The non-functional computers, equipment and its peripherals are safely disposed. UPS batteries are recharged/repaired/exchanged by the suppliers. All electrical waste such as tube lights, bulbs, old switches and wires are stored separately with proper housekeeping.

Awareness programmes about all waste management practices are regularly conducted in the campus for the benefit of students and staff to promote eco-friendly environment.

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

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

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

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a

pollution free healthy environment

Response:

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

- Dustbins are provided in the campus to keep it clean, neat and tidy. Awareness on segregation of waste is created as blue and green dustbins. Transport arrangements are made for solid waste management.
- We have made plastic free campus. Student volunteers conduct clean and green programs in order to generate awareness about green and peaceful earth. The college restricts use of plastic bags in the campus. Special awareness programmes are organized on plastic free environment in and around the campus. Sufficient dustbins are also placed in the appropriate places.
- College is trying to make the office paperless so as to reduce use of paper in the campus. Student and staff database have been digitized through LMS leading to lesser use of paper.
- The college has digitized the attendance system for both Students and Teachers through Bio-metric.
- E-learning has been expedited due to COVID-19. This has led to increased use of ICT tools and platforms that has minimised use of paper in the institution.
- Institute also has KOHA software which consists of all e-resources which can be used by both students and faculties which helps in ultimate reduction of papers.
- The college campus is dotted with majestic Neem, Mango, Beelpatra, Ashoka, Lemon trees and rose, Tulsa, mint, money plant, Aloevera, harshringar, gulmohar and many other plants that make the environment carbon dioxide free.
- Plantation programmes are taken up from time to time to increase the green cover in the campus and its surroundings.
- Plantation drives are conducted every year to enrich green cover in the college campus.
- Cleanliness/Sanitation drives are conducted round the year to keep the campus neat & clean.
- Awareness programmes are conducted from time to time in the campus to promote maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment.

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

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: B. Any 4 of the above

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

7.1.7

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

Response: 0.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.07	0.01	0.01	0.1	0.07

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

7.1.8

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

Response:

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges through the following:

1. Women Empowerment: The institution, through its initiatives, leverages local environment by sensitizing, highlighting and bringing to light various concerns of the environment and community. In this direction, the College conducts various programs and workshops highlighting issues concerning girls and women. This has not only been confined to highlighting issues of concern but handholding and helping the women in the community to become more independent and self-reliant. The college has done it by conducting various lectures, seminars, workshops, etc for women on topics such as – Women Hygiene, Women Empowerment, Female Foeticide, Gender Sensitivity, Self Defence Camp for girls, Ayurveda-for women & girls, *Beti Ek Anmol Ratan,* etc.

2. Ecology: The other area of concern is ecological. The institution has been live to its ecological responsibility by making it a plastic free zone and No Smoking Zone as well and also by conducting various awareness programs and undertaking activities concerning our fragile ecology such as Cleanliness drives –Swachhta Pakhwada, Tree Plantation Ceremony, programs on World Earth Day, World Water Day, World AIDS Day, etc.

3. Community Service: The College with its teachers and students is working to help the population. In this regard the College has started a drive on distribution of Food and Clothes to the needy people. The students also helped the people by making them aware about Consumer Rights, Road Safety, Voters' Awareness, Cleanliness, Disaster Management, Ayurveda – *Jatil Bimariyo ka Ramban Ilaaz*, Save Water, etc. Students visited various houses of the people to make them aware of the same. Apart from this, the college organizes Distribution of Parinda Movement every year.

Door to Door Surveys were conducted to ascertain the needs and requirements of the households. COVID mitigation initiatives, winter gear, & general health awareness was also taken up in the said area.

In addition to this, the survey also brought to the light the skill deficiencies in the community for which initiatives are being planned.

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

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best Practices- 1

Title of the Practice: Unity in Diversity (ANEKTA ME EKTA)

Objectives of the Practice: The main objective would be to learn the foreign language (English) and different culture of the society.

Conduct: Different type of students and teachers are in college but they have been paired for entire year so we try to unite the culture of different religion through event and festival celebration and even college conduct English Spoken Certification Course for the students to learn the foreign language which is very important in the current global environment to communicate with each other in any sense. The course is designed for to enhance the learner's communication skills by giving adequate exposure in Listening, Speaking, Reading, and Writing skills

Practice: All the events and activities were conducted according to the different culture and English Spoken Certification Course was able to conduct properly. We conducted the many events and activities like Guru Poornima, Raksha Bandhan, Navratri Mahotsav – Dandiya and Bhajan Sandhya, Christmas, Basant Panchami, Holi, Dr. Bhimrao AmbedkarJayanti, Lehariya Festival, Teej Festival, Krishna Janamashtmi, Ganesh Chaturthi, Swami Vivekananda Jayanti, Online Quiz on Netaji Subhash Chandra Bose Jayanti, Ramdev Jayanti, Unity Day, Gurunanak Jayanti, Maha Shivratri, Pashuram Jayanti and Spoken English Course.

Evidence of success: Students and teachers have been participated in different types of cultural activities and also students could able to familiar the foreign language (English) so that they can use same in the real life situation. They could use English for study purpose across the curriculum.

Outcome: Successful completion of different events and also English Spoken Certification Course for the students under the banner Unity in Diversity (ANEKTA ME EKTA) Program.

Best Practices - 2

Title of the Practice: Yoga and Mental health Certificate Course

Objectives of the Practice: The main objective to empower the individual to understand the power of mind, body, emotions and soul so that the learner can take better decisions in day-to-day life. In order to improve the mental health of our students so that they can overcome the stress in current world we started regular certificate course on Yoga and Mental Health.

Conduct: The course is designed for to enhance the mental and physical health of the students and teachers. It will enhance their Confidence and Concentration during the daily working.

Practice: Students learn the different yoga asanas and also importance of the same on the effect of the health. It relieves stress among students that can allow them to overcome obstacles in their academic lives in a better way.

Evidence of success: Students and teachers have been participated in this certificate course and improve they physical and mental health. Students to keep their emotions in control and analyze the outcome of their reaction with every aspect of their lives.

Outcome: Successful completion of Certification Course on yoga and Mental health for the students.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Rajasthan Shikshak Prashikshan Vidyapeeth is such a college where along with the development of value education, social customs and the spirit of brotherhood, Sanskrit is also developed as the divine mother tongue of the world.

Sanskrit is the sacred language of Hinduism & perfect among the great languages in the world. Sanskrit is universally recognized as the language containing the earliest literature in the world. Sanskrit as a language included in the Eighth Schedule of the Indian Constitution. The linguistic ancestry of Sanskrit certainly reflects a paradigm of influence in the conception of other vernacular Indian languages. Regional languages, such as Bengali, Gujarati, Punjabi and Nepali, have conspicuous deduction from Sanskrit; Hindi most spoken language in India has derived an especially significant amount of structure. Sanskrit is getting buried deep down in history as no one is caring for the language and not adopting to speak in the home instead they use the Hindi or regional language or English language to communicate each other at home or Educational Institutions or work place. There are no efforts to preserve and popularise Sanskrit and there no one willing to adopt it as their mother language.

Sanskrit literature is an ocean that contains many pearls of wisdom it is source for Vedas, Sastrams, Kavyams and is the language of Gods so Rajasthan Shikshak Prashikshan Vidhyapeeth organized special Sanskrit based program to develop Indian Values in Trainees every year.

Rajasthan Shikshak Prashikshan Vidhyapeeth every year organized **Sanskrit Sambhashan Shivir and Certificate Course** to inculcate the Sanskrit as one of the language in the syllabus of the students.

This Shivir and Certificate Course include grammatical knowledge, reading, and writing and speaking in Sankrit, Works of Sanskrit write up, Sanskrit Shlok Chant. We also scheduled the daily lecture for the same to learn more about Sanskrit language so that students can use this sacred language in there day to day working.

During the Shivir we called the different personalities, expert persons and keynote speakers for sharing their knowledge and experience with the Sanskrit language and also importance of the Sanskritlanguage in today's world.

The Shivir period normally lies between 1**0 days to 1 Month** and at the end of the Shivir Rajasthan Shikshak Prashikshan Vidhyapeeth use to keep the examination for the same to check the knowledge gain by the students and accordingly certificate is provided to the students.

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

5. CONCLUSION

Additional Information :

Future Plans of the institution

1. Rajasthan Shikshak Prashikshan Vidyapeeth will organise faculty development programme on various topics.
2. The institution is planning to organise seminars, webinars and workshops.
3. Institution will collaborate with more industries to provide more skill enhancement courses to enhance employability of the students.
4. The institution will work to provide more skilled manpower to the society with the intention of critical thinking and innovation in management and many such areas.
5. The institution will expand faculty development efforts by training them to adopt effective teaching-learning process and research practices.
6. The institution is planning to start new post graduate courses and Research centre.
7. The college always has been ahead in developing physical infrastructure, so still planning is being done to provide lift facilities for the persons in need.
8. Apart from the curriculum, new certification courses are being planned to increase the learning of the students.
9. College is planning for involvement of students in self study courses like - Swayam Prabha, NPTEL etc.
10. The placement cell is planning of conducting more and more placement related programs for the students in the college so as to increase the placement score.

Concluding Remarks :

The track record of the institution in teacher education has been luminous from the very beginning when the institution was established as teacher training school in the year 1967 with the Shiksha Shastri course. The College, consequently, developed by leaps and bounds ever since and in the year 1970, it came out with the B.Ed. Course and with B.A.B.Ed. Course subsequently in the session 2018-19.

Year after year, various academic and administrative improvements are noted in the institution. The institution came up with the KOHA Software to help both its students & faculty members with their academic pursuits & moreover it provided a remote access of the library too. It came out as a boon for the teachers and students both during the Covid-19 Pandemic.

In the year 2021-22, Learning Management System (LMS) is also introduced for improvement in Quality Teaching.

The institute has converted its classrooms, laboratories, seminar halls, etc., as 60% ICT enabled.

Various Certification Courses have been started by the institution for the overall development of the students, such as – Yoga & Mental Health, Sanskrit Sambhashan Certification Course & Spoken English Course and planning to add more such courses in the near future.

The college needs encouragement and support from all quarters to scale newer heights in the field of teacher

education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	**At the institution level, the curriculum planning and adoption are a collaborative effort;** **Indicate the persons involved in the curriculum planning process during the last completed academic year** **1. Faculty of the institution** **2. Head/Principal of the institution** **3. Schools including Practice teaching schools** **4. Employers** **5. Experts** **6. Students** **7. Alumni** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: A. Any 5 or more of the above
1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through** **1. Website of the Institution** **2. Prospectus** **3. Student induction programme** **4. Orientation programme for teachers** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
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 last five years.** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>64</td><td>60</td><td>45</td><td>31</td><td>29</td></tr></table>

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
63	59	45	31	28

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	3	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	3	0	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
356	281	323	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
356	281	323	0	0

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

1. **Provision in the Time Table**
2. **Facilities in the Library**
3. **Computer lab facilities**

	4. **Academic Advice/Guidance** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above
1.4.2	**Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following** Answer before DVV Verification : B. Feedback collected, analysed and action has been taken Answer After DVV Verification: C. Feedback collected and analysed
2.1.3	**Percentage of students enrolled from EWS and Divyangjan categories during last five years** 2.1.3.1. **Number of students enrolled from EWS and Divyangjan categories during last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------
16	9	11	0	0 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------
16	9	11	0	0	
2.2.2	**Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through** 1. **Mentoring / Academic Counselling** 2. **Peer Feedback / Tutoring** 3. **Remedial Learning Engagement** 4. **Learning Enhancement / Enrichment inputs** 5. **Collaborative tasks** 6. **Assistive Devices and Adaptive Structures (for the differently abled)** 7. **Multilingual interactions and inputs** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: A. Any 5 or more of the above
2.2.3	**There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students** Answer before DVV Verification : As an institutionalized activity in accordance with learner needs

	Answer After DVV Verification: As an institutionalized activity in accordance with learner needs
2.2.4	**Student-Mentor ratio for the last completed academic year** 2.2.4.1. **Number of mentors in the Institution** Answer before DVV Verification : 22 Answer after DVV Verification: 22
2.3.2	**Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years** 2.3.2.1. **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
38	30	31	30	30 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
1	1	1	1	1	 Remark : HEI has not provided the supporting documents as per SOP
2.3.4	**ICT support is used by students in various learning situations such as** 1. **Understanding theory courses** 2. **Practice teaching** 3. **Internship** 4. **Out of class room activities** 5. **Biomechanical and Kinesiological activities** 6. **Field sports** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above
2.3.6	**Institution provides exposure to students about recent developments in the field of education through** 1. **Special lectures by experts** 2. **'Book reading' & discussion on it** 3. **Discussion on recent policies & regulations** 4. **Teacher presented seminars for benefit of teachers & students**

	5. Use of media for various aspects of education
	
	6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global
	
	      Answer before DVV Verification : A. Any 5 or more of the above
	      Answer After DVV Verification: A. Any 5 or more of the above

2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**
	
	1. **Organizing Learning (lesson plan)**
	2. **Developing Teaching Competencies**
	3. **Assessment of Learning**
	4. **Technology Use and Integration**
	5. **Organizing Field Visits**
	6. **Conducting Outreach/ Out of Classroom Activities**
	7. **Community Engagement**
	8. **Facilitating Inclusive Education**
	9. **Preparing Individualized Educational Plan(IEP)**
	
	      Answer before DVV Verification : A. Any 8 or more of the above
	      Answer After DVV Verification: A. Any 8 or more of the above

2.4.2	**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as** **1. Formulating learning objectives** **2. Content mapping** **3. Lesson planning/ Individualized Education Plans (IEP)** **4. Identifying varied student abilities** **5. Dealing with student diversity in classrooms** **6. Visualising differential learning activities according to student needs** **7. Addressing inclusiveness** **8. Assessing student learning** **9. Mobilizing relevant and varied learning resources** **10. Evolving ICT based learning situations** **11. Exposure to Braille /Indian languages /Community engagement**

	Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : Data updated as per supporting documents.
2.4.3	**Competency of effective communication is developed in students through several activities such as** 1. **Workshop sessions for effective communication** 2. **Simulated sessions for practicing communication in different situations** 3. **Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur'** 4. **Classroom teaching learning situations along with teacher and peer feedback** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
2.4.4	**Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses** 1. **Teacher made written tests essentially based on subject content** 2. **Observation modes for individual and group activities** 3. **Performance tests** 4. **Oral assessment** 5. **Rating Scales** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
2.4.5	**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of** 1. **Preparation of lesson plans** 2. **Developing assessment tools for both online and offline learning** 3. **Effective use of social media/learning apps/adaptive devices for learning** 4. **Identifying and selecting/ developing online learning resources** 5. **Evolving learning sequences (learning activities) for online as well as face to face situations** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: A. All of the above
2.4.6	**Students develop competence to organize academic, cultural, sports and community related events through** 1. **Planning and scheduling academic, cultural and sports events in school** 2. **Planning and execution of community related events** 3. **Building teams and helping them to participate** 4. **Involvement in preparatory arrangements** 5. **Executing/conducting the event**

	Answer before DVV Verification : A. All of the above
	Answer After DVV Verification: A. All of the above
2.4.7	**A variety of assignments given and assessed for theory courses through** 1. **Library work** 2. **Field exploration** 3. **Hands-on activity** 4. **Preparation of term paper** 5. **Identifying and using the different sources for study** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above
2.4.9	**Average number of students attached to each school for internship during the last completed academic year** 2.4.9.1. **Number of schools selected for internship during the last completed academic year** Answer before DVV Verification : 157 Answer after DVV Verification: 157
2.4.10	**Nature of internee engagement during internship consists of** 1. **Classroom teaching** 2. **Mentoring** 3. **Time-table preparation** 4. **Student counseling** 5. **PTA meetings** 6. **Assessment of student learning – home assignments & tests** 7. **Organizing academic and cultural events** 8. **Maintaining documents** 9. **Administrative responsibilities- experience/exposure** 10. **Preparation of progress reports** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: A. Any 8 or more of the above
2.4.12	**Performance of students during internship is assessed by the institution in terms of observations of different persons such as** 1. **Self** 2. **Peers (fellow interns)** 3. **Teachers / School* Teachers** 4. **Principal / School* Principal** 5. **B.Ed Students / School* Students** **(* 'Schools' to be read as "TEIs" for PG programmes)** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
2.4.13	**Comprehensive appraisal of interns' performance is in place. The criteria used for assessment**

	include 1. **Effectiveness in class room teaching** 2. **Competency acquired in evaluation process in schools** 3. **Involvement in various activities of schools** 4. **Regularity, initiative and commitment** 5. **Extent of job readiness** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
2.6.2	**Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation** 1. **Display of internal assessment marks before the term end examination** 2. **Timely feedback on individual/group performance** 3. **Provision of improvement opportunities** 4. **Access to tutorial/remedial support** 5. **Provision of answering bilingually** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above
2.7.2	**Average pass percentage of students during the last five years** 2.7.2.1. **Total number of students who passed the university examination during the last five years** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
155	138	130	118	203

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
155	138	130	118	203

3.1.3	**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:** **1.Seed money for doctoral studies / research projects** **2. Granting study leave for research field work** **3. Undertaking appraisals of institutional functioning and documentation** **4. Facilitating research by providing organizational supports** **5. Organizing research circle / internal seminar / interactive session on research**

	Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above

3.1.4	**Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include**
	
	    1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
	    2. **Encouragement to novel ideas**
	    3. **Official approval and support for innovative try-outs**
	    4. **Material and procedural supports**
	
	Answer before DVV Verification : B. Any 3 of the above
	Answer After DVV Verification: A. All of the above

3.2.1	**Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years** 3.2.1.1. **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	3	1	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	2	1	2

3.2.2	**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years** 3.2.2.1. **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	0	16	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	0	4	5

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8	3	5	4	5

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	1	2	1	2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
579	216	341	284	302

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
511	91	103	82	143

3.3.3 — **Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
331	287	336	303	270

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
331	287	336	303	270

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	4	1	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	2	1	2

3.4.1	**Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years**
	3.4.1.1. Number of linkages for faculty exchange, student exchange, research etc. during the last five years
	Answer before DVV Verification:
		2021-22	2020-21	2019-20	2018-19	2017-18
36	12	17	18	18	
	Answer After DVV Verification :
		2021-22	2020-21	2019-20	2018-19	2017-18
7	3	4	7	6	
4.1.2	**Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.** **4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities** Answer before DVV Verification : 8 Answer after DVV Verification: 8 **4.1.2.2. Number of Classrooms and seminar hall(s) in the institution** Answer before DVV Verification : 14
4.1.3	**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years** **4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)** Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
8.75	0.60	1.76	1.36	9.56

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

| 8.7 | 0.6 | 1.7 | 1.3 | 9.5 |

Remark : HEI has not provided the supporting documents.

4.2.3	**Institution has subscription for e-resources and has membership/ registration for the following** 1. **e-journals** 2. **e-Shodh Sindhu** 3. **Shodhganga** 4. **e-books** 5. **Databases** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above
4.2.4	**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)** 4.2.3.1. **Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)** Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1.42	0.71	0.59	1.20	0.95

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1.4	0.7	0.5	1.2	0.9

Remark : HEI has not provided the supporting documents, data can not be verified.

4.3.3	**Internet bandwidth available in the institution** 4.3.3.1. **Available bandwidth of internet connection in the institution, in MBPS** Answer before DVV Verification : 300 Answer after DVV Verification: 300
4.3.4	**Facilities for e-content development are available in the institution such as** 1. **Studio / Live studio** 2. **Content distribution system** 3. **Lecture Capturing System (LCS)** 4. **Teleprompter** 5. **Editing and graphic unit** Answer before DVV Verification : C. Any 2 or 3 of the above

	Answer After DVV Verification: C. Any 2 or 3 of the above
4.4.1	**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)** 4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)** Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11.9	1.1	0.91	5.22	4.18

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	1	0.9	5	4

Remark : HEI has not provided the documents as per SOP, data can not be verified

5.1.1	**A range of capability building and skill enhancement initiatives are undertaken by the institution such as:** 1. **Career and Personal Counseling** 2. **Skill enhancement in academic, technical and organizational aspects** 3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training** 4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two** 5. **E-content development** 6. **Online assessment of learning** Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: B. Any 4 or 5 of the above
5.1.2	**Available student support facilities in the institution are:** 1. **Vehicle Parking** 2. **Common rooms separately for boys and girls** 3. **Recreational facility** 4. **First aid and medical aid** 5. **Transport** 6. **Book bank** 7. **Safe drinking water** 8. **Hostel** 9. **Canteen** 10. **Toilets for girls** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: A. Any 8 or more of the above

5.1.3	**The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as** 1. **Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies** 2. **Details of members of grievance redressal committees are available on the institutional website** 3. **Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students** 4. **Provision for students to submit grievances online/offline** 5. **Grievance redressal committee meets on a regular basis** 6. **Students' grievances are addressed within 7 days of receiving the complaint** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
5.1.4	**Institution provides additional support to needy students in several ways such as:** **1. Monetary help from external sources such as banks** **2. Outside accommodation on reasonable rent on shared or individual basis** **3. Dean student welfare is appointed and takes care of student welfare** **4. Placement Officer is appointed and takes care of the Placement Cell** **5. Concession in tuition fees/hostel fees** **6. Group insurance (Health/Accident)** Answer before DVV Verification : B. Any 3 or 4 of the above Answer After DVV Verification: B. Any 3 or 4 of the above
5.2.2	**Percentage of student progression to higher education during the last completed academic year** 5.2.2.1. **Number of outgoing students progressing from Bachelor to PG.** Answer before DVV Verification : 20 Answer after DVV Verification: 20 5.2.2.2. **Number of outgoing students progressing from PG to M.Phil.** Answer before DVV Verification : 0 5.2.2.3. **Number of outgoing students progressing from PG / M.Phil to Ph.D.** Answer before DVV Verification : 0
5.3.2	**Average number of sports and cultural events organized at the institution during the last five years** 5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years** Answer before DVV Verification: { 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 }

2021-22	2020-21	2019-20	2018-19	2017-18

15	14	10	13	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	12	8	8	5

5.4.2	**Alumni has an active role in the regular institutional functioning such as**
	1. Motivating the freshly enrolled students
	2. Involvement in the in-house curriculum development
	3. Organization of various activities other than class room activities
	4. Support to curriculum delivery
	5. Student mentoring
	6. Financial contribution
	7. Placement advice and support
	Answer before DVV Verification : A. Any 6 or more of the above
	Answer After DVV Verification: C. Any 2 or 3 of the above
5.4.3	**Number of meetings of Alumni Association held during the last five years**
	5.4.3.1. **Number of meetings of Alumni Association held during the last five years**
	Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	5	3	1	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	1	1	1

6.2.3	**Implementation of e-governance are in the following areas of operation**
	1. **Planning and Development**
	2. **Administration**
	3. **Finance and Accounts**
	4. **Student Admission and Support**
	5. **Examination System**
	6. **Biometric / digital attendance for staff**

7. **Biometric / digital attendance for students**

Answer before DVV Verification : A. Any 6 or more of the above

Answer After DVV Verification: B. Any 5 of the above

Remark : Data updated as per supporting documents.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	2	2	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	2	2	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	1	2

Remark : FDP less than five days has excluded

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
62	37	32	31	26

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
37	18	20	15	14

6.5.4	**Institution engages in several quality initiatives such as** **1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements** **2. Timely submission of AQARs (only after 1st cycle)** **3. Academic Administrative Audit (AAA) and initiation of follow up action** **4. Collaborative quality initiatives with other institution(s)** **5. Participation in NIRF** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above
7.1.3	**Institution waste management practices include** 1. **Segregation of waste** 2. **E-waste management** 3. **Vermi-compost** 4. **Bio gas plants** 5. **Sewage Treatment Plant** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above
7.1.4	**Institution has water management and conservation initiatives in the form of** **1. Rain water harvesting** **2. Waste water recycling** **3. Reservoirs/tanks/ bore wells** **4. Economical usage/ reduced wastage** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above
7.1.6	**Institution is committed to encourage green practices that include:**

	1. Encouraging use of bicycles / E-vehicles **2. Create pedestrian friendly roads in the campus** **3. Develop plastic-free campus** **4. Move towards paperless office** **5. Green landscaping with trees and plants** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: B. Any 4 of the above
7.1.7	**Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** 7.1.7.1. **Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)** Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0.07	0.01	0.12	0.11	0.07

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.07	0.01	0.01	0.1	0.07

Remark : HEI has not provided the documents as per SOP, data can not be verified

7.1.9	**Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways** 1. **Code of Conduct is displayed on the institution's website** 2. **Students and teachers are oriented about the Code of Conduct** 3. **There is a committee to monitor adherence to the Code of Conduct** 4. **Professional ethics programmes for students, teachers, administrators and other staff are organized periodically** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of seats sanctioned year wise during the last five years..**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
250	250	250	250	300

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
250	250	250	250	300

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
122	122	122	122	147

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
123	123	123	123	147

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
155	138	130	118	203

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
155	138	130	118	203

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
189	186	193	157	122

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
189	186	193	157	122

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
38	38	41	37	38

Answer After DVV Verification

2021-22	2020-21	2019-20	2018-19	2017-18
37	37	40	36	37

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
51.17	39.42	35.30	38.88	39.36

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20.67	1.71	2.72	6.61	13.67

3.2   **Number of Computers in the institution for academic purposes..**
Answer before DVV Verification : 75
Answer after DVV Verification : 75