



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**ARYA MAHILA SHIKSHAK PRASHIKSHAN
MAHAVIDYALAYA, MALVIYA NAGAR, ALWAR**

MALVIYA NAGAR, ALWAR

301001

www.aryakanya.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Arya Mahila Shikshak Prashikshan Mahavidyalaya, Malviya Nagar, Alwar College is located in the Urban area among the green surrounding of valleys within the range of Aravali hills has its own natural beauty and charm, It is situated near the national capital Delhi and state capital Jaipur in the lap of industrially developed township called Matsya Industrial Area (M.I.A.) and Bhiwadi Industrial Area included in the District Territory and in N.C.R. The College is rich in its resources with a huge area of 14961.05 sq.mt. The Building of the institution is a lively example of good architecture the campus of the institution is beautified with lush green lawns. The institution has an excellent infrastructure including spacious class rooms, stacked Library, multipurpose hall, modern well equipped laboratories, Seminar room, staff room, and Common room for girls, Games Facility, drinking water, Uninterrupted power Supply, internet photo copier, Landline phone etc. We have 4955.71 SQ. Mt. Or 53352.18 SQ. Ft Total Land Area and 3830.98 SQ. Mt. or 41243.56 SQ. Ft. totals built up area. Airy opened ventilated furnished large rooms big Halls, Libraries consisting about 18,000 Books, Big Play ground, equipped Laboratory, Big yagyashalas situated in peaceful & pollution free environment in premises.

The institute was established in the year 1992 in Alwar district of Rajasthan. Alwar district is situated between the Aravali mountain ranges, almost in the middle of the National Capital Region and the provincial Capital Jaipur. With Arya Kanya Vidyalaya Samiti making continuous efforts for the promotion of education, the establishment of Arya Mahila Shikshak Prashikshan Mahavidyalaya has made facilities available not only for Rajasthan but also for the students of Haryana, Uttar Pradesh and Delhi who want to take Teacher Training in Rajasthan. The credit for the establishment of this college goes to many great personalities and especially to Mr. Sunil Arora I.A.S. goes to whose untiring efforts this work was possible. This building was inaugurated by Shri Bhairon Singh Shekhawat, Contemporaneous Honourable Chief Minister of Rajasthan. The newly constructed building was inaugurated on 27 August 2016 by the current Lokayukta of Rajasthan, Shri Sajjan Singh Kothari.

Accepting the principles of revered Maharishi Dayanand Saraswati wholeheartedly, the institution was established for the propagation of Vedic ideas. With ups and downs in the last 30 years since its inception, this college has been progressing continuously and at present holds a special place among the women teacher training colleges of the state. This college is affiliated to NCTE By the state government. Recognized by and affiliated to Raj Rishi Bhartrihari Matsya University, Alwar. The college is accredited by the National Assessment and Accreditation Council (NAAC).

Vision

The vision Of The Institution is to Educate Women & Help them in every sphere for their progress Institute aims to encourage and fulfil the needs of students by providing latest educational Facilities for qualitative teacher education and inculcate moral and ethical values promotion of creative spirit and innovation of excellence.

Vision

- The college is geared specially to provide high quality education, adopting the latest techniques and

methodology of curriculum transaction and is poised to develop in to an institution of higher learning.

- The institution also aspires to kindly in the pupil teachers the desire for Lifelong Learning and reaching the unreached.
- Recognizing the necessity to give an expanded vision and renewed commitment to present and coming generations to face the challenges, college always strives to attain perfection, all round development of personality (development of body mind & soul).
- To develop understanding of the principles of pedagogy and its applications.
- To develop the skill and competencies necessary to play the multifaceted role of the teacher in the millennium.
- Good Academic Results and to make students responsible citizens of the country.
- To prepare students to face the challenges of Life.
- To develop Discipline, cleanliness and punctuality.

Mission

Mission

The college has always nourished dreams to promote new systems and has been imparting education through latest educational techniques to its students to fulfill the case of human and social welfare and development. The institution follows all the norms and standard as per the regulatory bodies NCTE. Arya Mahila Shikshak prashikshan Mahavidyalaya, Malviya Nagar, Alwar, is an educational institute that comes into existence in the year 1992 and affiliated to Raj Rishi Bhartrihari Matsya University, Alwar. College is managed by Arya Kanya Vidyalaya Samiti, Swami Dayanand Marg, Alwar (Rajasthan). which also many educational institution in Alwar. At present is has intake capacity of 150 Seats in B.Ed Course. This is only for women. Having a well qualified and dedicated staff. The college has successfully completed 30 Years of Commendable service in popularizing and promoting education program. The students who passed out from this institute get priority in educational placement.

Mission of the Institute is to develop skill, dedication, commitment, Orientation, human values with qualitative education for individuals, Institute make known all aims, vision & mission to the people through prospectus, annual publication and displaying.

Since the students are admitted from various sectors like rural, slow learners with different linguistic base are pooled together and are trained with special coaching to cope up with the present environment at studies.

Selection of the faculty is made on their qualification by subject expertise and allotted for the relevant papers and if necessary the faculty is sent for faculty development programs for the skill development. The faculty members are encouraged to do M.PHIL, Ph.D, NET, SET for their quality and qualification improvement.

Necessary facilities and motivation from the institution is also extended to faculty for pursuing higher qualification and research activities. The staff members are motivated to send articles in Journal, Educational magazines, seminars papers presentation, webinar & on line Workshop, Seminar, Lecture series etc.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Arya Mahila Shikshak Prashikshan Mahavidyalaya, Malviya Nagar Alwar is managed by Arya Kanya Vidyalaya Samiti Swami Dayanand Marg Alwar is a leading Women's educational institution consisting of 12 School's & College where about 5000 girls are studying from nursery to Sr. Sec. & B.Ed. Classes. We are dedicated to the ideology of Swami Dayanand Saraswati who emphasized the need of education to women for the progress & Welfare of the country. We believe in imparting education according to ancient vedic Indian culture. So daily routine of institution starts with Havan and sandhya (prayer to god) student maintained Indian culture values discipline in their various activities. Main object of the education is to make a student useful and responsible citizen who can contribute to the family, the society & the nation. Only good education can make a child good human being who believes in live & let live. We try our best in growing & developing a student by giving importance to self discipline, self confidence, regularity, punctuality & hard work. Our motto is to make the student capable to live with confidence & self reliance. Our colleges have good educational ambience. We provide online education covid-19 pandemic. Good reputation and image of the institution in the society. Our Building infrastructure is good and well maintained records and documents. IQAC in Functional and trying to promote quality education through IQAC. Focus of the institution is at creating and sustaining the environment, which prospective teacher will develop an attitude for teaching scientific and teaching learning skills. Students are disciplined and expressive. This is being done here under visionary leadership of president, principal with competent and committed faculty in team. The management committee is well educated supportive and visionary, socially responsible and number one human being strongly determined and dedicated to the cause of social welfare through providing quality teacher education.

Institutional Weakness

Despite the active efforts of the institute, the institute is trying to overcome the weakness in the following areas-

- Integration of ICT in teaching learning process.
- Research culture among faculty.
- Formal collaboration with HEI/NGO's.
- Faculty extension/development programme.
- Alumni association registration.

Institutional Opportunity

B.Ed. Scope for introduction of other skills courses and advertisement promotion along with Scope to strengthen cooperation relationships and consultation with HEI. Scope to start integrated B.A. B.Ed., B.Sc. B.Ed./PG courses.

Institutional Challenge

For institution development, various forms of challenges are faced by the institute during B.Ed. training such as-

- P.T.E.T. Entrance delay in admission process. Session not starting on time. Due to which there is

irregularity and half haste in the work of theoretical and practical classes. Due to not running in proper schedule. Examination system was disrupted. Being late, not completing the course on time.

- To incorporate innovation more and more in the teaching learning process.
- To develop the college as a composite College.
- To enhance professionalism among the faculty while promoting research culture.
- The institutions themselves should make prepared arrangements as per NEP-2020.
- Adapt to the changing circumstances (to protect against do covid-19 pandemic).
- Inability to complete academics on time due to uncertain schedule of internship.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum is an important part of any course. Curriculum in two year course according to Raj Rishi Bhartrihari Matsya University, Alwar were determined. The institute implements the curriculum appropriately as per the syllabus. Eight question papers have been set for each year. Objectives have been determined in each question paper. Practical work forms an important part of the B.Ed. curriculum. The college lays special emphasis on practical work. To ensure that the development of teaching skills among student teachers is in line with the curriculum objectives, many skilful activities are organized in the institute and for this, PLO and CLO are determined. Teaching efficiency is developed through micro teaching exercises, daily lesson plan, criticism lesson plan and annual lesson plan. Apart from this, successful efforts are made to complete the all round development of the curriculum through handicrafts, crafts, creative works, scrapbooks, ICT-based works, sports programs, exhibitions, cultural programs, community programs, etc. Institute principal Dr. C.P. Paliwal is a member of the curriculum development committee (BOS) of the university. Which is committed to develop competencies appropriately at the college level. In practical practice in teaching, the provision of 24 days internship in the first year and 96 days in the second year is made as per the instructions of the state government. So that students can get practical information about teaching work. This internship is completed in government schools. The work of internal evaluation continues throughout the year by the institute. For this, an internal evaluation committee has been formed in the college. The annual plan of the works to be done by the institute throughout the year is prepared in full so that all those works can be edited properly on time. Each question paper of both the years is completed on time by the lecturers of the institute. During the study session, assignments and internal assessment examinations are also organized. Institute along with working as per the curriculum, one also tries to develop additional skills from her side so that skilled and trained teachers can be developed. For this, the qualification, ability and interest of the student teachers are taken care of, in the second year, they are provided with the opportunity of alternative course optional special course in 11th paper (1. Peace Education, 2. Yoga Education, 3. Guidance & Counselling, 4. Health & Physical Education, 5. Environmental Education, 6. Value Education, 7. Women Empowerment Education) any one. So that they can choose the question paper as per their interest. All this work is done as per the university curriculum.

Teaching-learning and Evaluation

The teaching-learning process is the specialty of any institution. In colleges, this subject is taught through many innovative processes like problem solving method, group discussion, debate method etc. Keeping in mind the technical requirements, the college is also working on online mode. During the Covid-19 pandemic, the institute adopted online teaching method. Workshops and seminars were organized through this medium. Due to which teachers were emphasized to adopt multi-method approach. The institute also fully respects the

differences of the students. The reservation system adopted by the state Government is kept in mind during admission to the institute. Scholarships are also provided to students belonging to reserved category and disabled category as per the state government. The institute also takes care of the students and provide them appropriate opportunities for development as per their abilities and potential. Guidance and counselling to the student teachers from time to time. Various course materials are also sent to the students through what's App group. Apart from this, classes are also taken through online apps (Google Meet, Zoom etc.) Teaching-learning is made effective with the use of ICT. Various programs are organized in the open-air session program to provide complete professionalism to the teacher's qualities. So that the students can develop the ability to work in groups. Through guidance, the girl students are told about the ways to balance the stress at home and work.

Many programs are organized by the institute to make people aware of the new concerns going on in education. Like National seminar on NEP 2020 was organized. Programs are organized on new knowledge and technologies. Art & Craft activities are organized to develop the creativity and innovation of the students. In these, work like making useful things from useless things etc. is done. To increase intellectual abilities, competitions like debate, speech, essay, quiz etc. are organized. Efforts are also made to develop such skills which can prove useful to the society and themselves in the future. The institute lays special emphasis on development of efficiency and skills among the students. For this, micro teaching, daily lesson planning, lessons through PPT, etc. are done properly. As per the instructions of the state government, for the practice of practical teaching. 24 days internship in the first year and 96 days internship in the second year are organized so that the student teachers can get training.

The institute level through examination assignments are also provided from time to time. So that the students can learn to use the library properly. An internal evaluation committee is also formed to evaluate the students. The work done by the students during the session, their evaluates them impartially on the basis of continuity etc. For this, fully qualified and full time teachers are appointed in the college. The teachers of the college keep themselves updated professionally. For this, we discuss among ourselves and participate in various seminars and workshops running on-line and off-line. For internal assessment, the institute conducts examinations for the course on the university pattern. At the end of the session offline questionnaires surveys are conducted and also taken by the institute to know the satisfaction level of the students and their parents. A feedback form is filled in to make the teaching-learning process effective by implementing the suggestions received from them.

Infrastructure and Learning Resources

The college has adequate resources for teaching and learning. Adequate classrooms have been arranged for regular conduct of classes. The number of separate classrooms has been fixed for compulsory subjects as well as teaching subjects. All rooms are airy have adequate lighting and furniture. Separate fire prevention devices have been installed on all floors. Also, to ensure adequate peace in the classrooms, it has been designed with a modern model. A separate large hall has been constructed for multi-utility so that the all-round development of the students can be ensured. In the form of laboratories, science laboratory as well as psychology and E.T. Lab arrangements have also been made. These laboratories have adequate equipment so that the student's learning can be made effective. Social studies room, sports room, art and craft room have also been established in the college. There is a huge playground for mental development as well as physical development, where along with discipline, all the sports activities are organized and prizes are given from time to time, introducing the spirit of sports to the students. Similarly, students also participate in inter-college competitions. Yoga, meditation and PT are also practiced. The college has a huge and adequate number of libraries, in which the number of books of all types. Wi-Fi facility has been added to this library faculty and research students are using e-Shodh and Shodhganga site. About 17000 books and many magazines, newspapers, journals etc. are available in the

library. Computer Lab has sufficient number of computers which are operated for regular use. ICT Classes are held here.

Student Support and Progression

Various committees have been formed in the college for capacity building and skill enhancement of girl students, which help students in different ways. Guidance Committee, Problem Solving Committee, Women's Cell, Placement Cell are prominent in these committees. Through these committees, along with the academic support of the students, participation in various activities, livelihood for future life and experiences of former students are introduced their progress. To provide career and personal guidance to girl students, placement cell and guidance and counselling cell have been constituted. Various laboratories and rooms, language rooms and clubs have been formed for skill development under academic and technical knowledge. Seminars and workshops are organized in the college from time to time and organized from college level to national level. In active participation of students is ensured. For the development of e- materials, available on computers for the students in the college. They can see and read useful content for themselves online. In the college arrangements have been made for vehicle parking, common room, play room, first aid facilities, book bank, water cooler, separate toilet for the girl students. Hostel facility is also available for girl's student. Women's Cell, Harassment Committee and Anti Ragging Committee have been constituted for various problems of girl students including sexual harassment and ragging. A placement In-charge is appointed by the college under the placement cell, which provides employment opportunities to the girl students in various schools run under the Arya Kanya Vidyalaya Samiti. The college provides a foundation for preparation for competitive examinations through tutorial classes. After completing the course from the college, the girl students can pursue various higher education courses - P.G., M.Phil. & Ph.D. Students pass state and national level competitive examinations and eligibility tests. Various games and sports competitions and cultural programs are organized by the college during the academic session. Sports ground, multipurpose hall and necessary materials are available sufficient quantity in the college. Alumni Association has been arranged by the institute. Alumni Association meetings are organized from time to time. Due to which the college gets academic benefits. Current students get advice, guidance as well as inspiration. Thus, the college is continuously striving for student support and progress and conducts various programs and activities for this. For the smooth and effective operation of these programs and activities, various in-charges have been appointed conduct their work smoothly under the direction of the Principal.

Governance, Leadership and Management

The institution has ensured that all traditional and modern dimensions are followed for quality education. The institution administration takes up every innovative activity on a mission mode. Decentralization has been adopted to reach effective results in the system of power. Lecturer's in-charge of all the committees and cells in the institute has been appointed as per their interest and ability, which will increase and develop the spirit of decentralization. Organizing events everyone's participation can be ensured in all the works. Time to time meeting discusses the work of teaching. Institution work transparencies have been connected technologies. Attendance to staff and students connected biometric. To make the work of the staff effective, not only attention is paid to consistency of their salary but also work on salary increase is done with positive thinking. Many efforts have been made from time to time for effective implementation of strategic plans in the organization. Organization of seminars and symposia is given priority so that research trends can move forward. For this, like other educational activities, a separate committee has been formed by the institution. Academic staffs are encouraged to publish research papers by the institution. The organization administration

also gives importance to welfare works and organizes many camps and health checkups. The capacity, capability and good conduct of the educational staff is assessed by the institution administration through the annual evaluation form. Ensure the financial transparency of the institution administration, C.A. is appointed and work is done under his consultation. Internal Quality Cell has been constituted by the institution administration to ensure the quality of education in the institution. All the records are maintained in a systematic manner and a senior lecturer has been appointed in-charge so that all the diaries and files can be completed on time in a planned manner. The institution reviews its teaching-learning process from time to time through the IQAC mechanism. The complete learning records of the last five years are kept safe in the IQAC.

Institutional Values and Best Practices

A part from teaching work, the institution is also continuously working towards its social responsibility values and environmental protection and promotion. The organization explains its importance by reducing unnecessary energy expenditure by adopting all measures of energy conservation to meet its requirements. Solar energy plates have been installed by the institution as alternative energy sources. Due to which the organization gets a part of its requirement from it. The organization takes special care of cleanliness, for this the waste is collected and dumped at the designated place. Garbage and filth are collected and dumped outside at a place designated by the council. Remarkable work related to water management and conservation is being done at the institutional level. Water tank has been constructed in the campus for rain water harvesting. Rain water is stored in this. This water is used by the college throughout the year for various purposes. For fresh water, "Borewells" has been installed in the institution's premises. Supply remains throughout the year.

From time to time, the organization organizes several rally programs to spread awareness regarding water conservation and wastage. Organization cleanliness, hygiene environment in different premises. Daily cleaning of the premises serves to remove polluting items to provide a pollution free healthy environment. Trees and saplings have been planted in the institution's premises to provide green cover. Many types of trees, small plants, flowering plants and grass are planted in the campus. The pollution causing equipment are not used properly in the institution. The institution has made the campus plastic free and encourages the use of bicycles and e-vehicles. Cement and concrete paved paths and roads have been constructed for walking in the campus. Places have been fixed for trees and plants. Adequate personnel were hired by the organization for taking care of trees and plants and for cleaning and sanitation work. Academic staffs have been authorized to monitor these. The organization tries to take advantage of the local environment, local knowledge and resources, and community practices. Creates awareness through community practices and programs for conservation and promotion of vegetation. The organization uses the knowledge available at the local level related to environmental protection and promotion in its awareness programs. The institute educates its students, teachers and employees about environmental protection and promotion. Inspires to put measures into practice. The institution organizes Open Air Session every year for development of social responsibility and environmental values. Organizes weekly Hawan for the promotion of Vedic culture and purification of the environment. Community service programs include tree planting programme, environmental awareness rally, street play, cleanliness of the area around the institution, survey work, essay writing. The organization conducts activities like competitions and also motivates students, teachers and employees to plant saplings outside its campus. Under social and community work, the organization organizes disease prevention camps, tree plantation camps (free medical and check-up camps), talent felicitation ceremony, women felicitation and empowerment programs. The institute organizes Yagya to propagate Vedic culture and imbibe Vedic values. For human service and protection of life, medical & heart disease diagnosis camp is also organized by the organization. In this way the organization is engaged in the noble work of human welfare. The organization is always striving to fulfil all its community and environmental responsibilities.

Research and Outreach Activities

The institute is committed to promote the research process to make the education prevalent in a better way. Many efforts have been made for this does. The institute organizes Seminars, Workshops and Lectures in every session. To improve the quality of teachers and students also, teachers are directed to participate in seminars held at various levels and are encouraged so that they can publish research papers and research articles in them so that the education system can be improved. The institute also plays an important role in programs of national priority. To promote programs like swachh bharat abhiyan, remove plastic, save environment, women empowerment, voter awareness campaign, the institute organizes various programs like rallies, street plays, plays etc. to spread awareness in the society about futuristic programs like digital India national water mission. For operations, the institute organizes important programs to highlight the importance of water. Students are provided with the opportunity to teach through digital medium, the college being fully active in social programs works. Even during the covid period, many social programs like ration (Food Material) kit distribution, blanket distribution, food arrangement, sanitizer distribution etc. were organized by the college. College students come to old age homes and children's other essential items were provided. Due to which socially disabled people got a lot of help. Apart from this, the college also organizes various medical and check-up camps from time to time, which are run free of cost by the management committee. For the promotion of the environment, the college organizes yagya from time to time, which also leads to spiritual and environmental purification, by college. Awareness camps are also organized with the help of NGOs & Government department etc. The college also receives full cooperation from these institutions. Research students use the college library for research. Three teachers including the college principal are nominated as research supervisors in the university. The first and second year students of the college go to government schools every year for internship, daily lesson plans are also organized in various it is done in government schools so that information about the practicality of teaching can be obtained.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	ARYA MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, MALVIYA NAGAR, ALWAR
Address	MALVIYA NAGAR, ALWAR
City	ALWAR
State	Rajasthan
Pin	301001
Website	www.aryakanya.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	CHANDRAP RAKASH PALIWAL	0144-2332235	9414789205	-	principalamttc@gmail.com
IQAC / CIQA coordinator	ANURADHA PALIWAL	0144-2941297	9413455461	-	anuradhapaliwal72@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
-----------------------	--

State	University name	Document
Rajasthan	Raj Rishi Bhartrihari Matsya University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	24-07-2000	12	Continue and remain in force till further order

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	MALVIYA NAGAR, ALWAR	Urban	1.224582	3830.98

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,	24	Graduation	English,Hindi	150	150

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				4				14			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				4				14			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	0	0	0	0
Yet to Recruit				8
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1
Recruited	0	0	0	0
Yet to Recruit				1
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	2	0	0	0	0	4
M.Phil.	0	0	0	0	0	0	0	2	0	2
PG	0	0	0	0	0	0	5	7	0	12
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	150	0	0	0	150
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	26	26	25	25
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	35	37	45	42
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	50	52	46	47
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	34	35	33	36
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		145	150	149	150

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>In the training program that is going on in the institute, the graduate trainees of Arts, Science and Commerce faculty are given training for B.Ed. In which all types of teaching skills are taught.</p>
--	--

	<p>According to B.Ed. course, they are taught community mobilization (open session program), services, environmental education etc. multidisciplinary and holistic and value based education. But there is no credit based course of any kind. The institute organizes awareness programs to find solutions to the most pressing issues and challenges of the society but does not have any research plan. In the institute, the graduate trainees of the Faculty of Arts, Science and Commerce are trained to become skilled teachers through micro-teaching skill practice and daily teaching practice.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Institute does not follow any type of academic credit bank (ABC). But from the session 2023-24, as per the orders of Raj Rishi Bhartrihari Matsya University, Alwar, ABC ID of B.Ed. first and second year students has been prepared and registered.</p>
<p>3. Skill development:</p>	<p>In B.Ed. training course, training related to teaching skills such as micro teaching skills practice, daily teaching practice, critique lesson, teaching aids exhibition, innovative technical practice, basic computer knowledge (ICT) community and social, given during the open session program. Academic education, cleanliness, shramdaan, survey, short plays, street plays, awareness rally, sports, beautification program, handicraft craft art exhibition, literary, intellectual and cultural program, value based education according to Vedic culture, 31 Kundiya Mahayagya of Rishi Dayanand. Mahayagya is organized for promoting principles and Vedas, environmental purification, world peace and prosperity. Along with celebrating the day of non-violence for the education of truth, religion, peace, love and non-violence, values are developed through good thoughts and motivational themes in daily activities. Constitution Day and Oath are also organized for the development of constitutional, moral, humanist, citizenship values. Science competition, quiz, science model exhibition, science day are also organized to develop scientific nature. In order to keep oneself and family members healthy, life skill teachings (self-understanding) are imparted by explaining the importance of meditation and its importance, along with the practice of Pranayama, asanas, physical exercises, under yoga practice in the time table activity.</p>

<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Under the Indian culture and tradition, the institute organizes cultural unity related to Indian culture, programs related to Vedic culture and various activities like biographies of great men, birth anniversaries etc. in B.Ed. course. The institute does not organize any kind of online course.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<ul style="list-style-type: none"> • Competence to teach effectively two school subjects at the Elementary & secondary levels. • Ability to translate objectives of secondary education in terms of specific Programmes and activities in relation to the curriculum. • Ability to understand children's needs, motives, growth pattern and the process of learning to stimulate learning and creative thinking to faster growth and development. • Ability to use • Individualized instruction • Dynamic methods in large classes. • Ability to examine pupil's progress and effectiveness of their own teaching through the use of proper evaluation techniques. • Equipment for diagnosing pupil progress and effectiveness of their own teachings through the use of proper evaluation techniques. • Readiness to spot talented and gifted children and capacity to meet their needs. • Ability to organize various school programmes, activities for pupil. • Developing guidance point of view in educational, personal and vocational matters. • Ability to access the all round development of pupils and to maintain a cumulative record. • Developing certain practical skill such as: <ul style="list-style-type: none"> o Black board work o Preparing improvised apparatus o Preparing teaching aids and ICT. o Questioning ability o Ability to display accessories • Interest and competence in the development of the teaching profession and education. Readiness to participate in activities of professional organizations. • Ability to prepare and use assignments. • Ability to undertake action research and case study. • Organise and managed the class for teaching learning ability and self confidence of pupil teachers. • Good practices of the institution pertaining to the outcomes based education in view of NEP 2020 is- Prayer Activity (According to sadan) Hawan Sandhya, Vedic Ishvandana, Gyatri Mantra, National Anthem, Prarak Prasang, News, GK Question, Important Days Celebration, Utsav, National Festival, Yoga Practice, PT, Pranayam, Life Skill, Knowledge of Freedom Fighter, Azadi ka amrit Mahotsav (Quiz, Eassy, Rangoli, Desh Bhakti Geet, Speech, Poster etc),

	Micro Teaching Skill Practice, Practice Teaching, ICT Practice, Open-air Session and Compulsory Question Paper Teaching According to B.Ed. 2 Year syllabus.
6. Distance education/online education:	Teaching Learning Activities by the Institute Development of technical equipments Use of online education (Google Meet) using PPT, OHP, with web camera in daily teaching practice for technical lesson teaching practice e-seminars and e-lecture series for the trainees as per requirement is done for. Following the order of online education during the Covid-pandemic, the institute provided online education. Institute organize a hybrid mode national seminar of NEP 2020. But the institute does not have courses through ODL mode.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, The Electoral Literacy Club (ELC) has been set up in the college.
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?	Coordinator and student coordinator, members were appointed for ELC in the college. ELC is functional. Various types of voter awareness programs like rallies, EVM demonstration, voter registration etc. are organized from time to time by the ELC of the college. Session 2022 to 2024 ELC club in-charge is Sh. Satish Kumar Meena, Sh. Satish Kumar Yadav and ELC representative student's name Akansha (B.Ed.-II Year), Pooja Saini (B.Ed.-I Year).
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.	Voter awareness rally, demonstration of how to vote with EVM, related awareness program, first vote for the country campaign, voter registration participation by students, voting awareness program by student volunteers for community participation in democracy through rally, voting oath program, Innovation programs are initiated by the ELC of the college to create awareness among all classes of the community. Session 2023-24 ELC club organize the programme "Janeye Kaise De Apna Vote" demonstration by EVM from ACEM Alwar on date 27-09-2023. "Matdata Jagrukta Rally" by ELC club on 21-11-2023. "Mera Pahala Vote Desh Ke Liye" Rally programme by ELC according to Education and

	Youth Affair Ministry Govt. of India and UGC on 14-03-2024.
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.	Through the ELC implemented in the college, all types of voter awareness programs and literacy programs are organized from time to time to develop democratic values, but the related project is not in process.
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.	Through the ELC of the college and with the help of the officials of the District Election Department, the B.Ed. trainees make their best efforts to register the trainees themselves and the voters who are above 18 years of age but are not registered as voters.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
294	287	295	285	289
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	150	150	150	150
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	75	75	75	75
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
144	138	145	140	140
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
137	138	140	140	127
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
150	149	150	145	149
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
53.59	43.07	36.77	69.96	31.41

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

3.2

Number of Computers in the institution for academic purposes..

Response: 29

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

The Institute has a system in place for delivery and documentation of the curriculum to the trainees. Teacher educators demonstrate and justify the judicious use of appropriate methodology in teaching and mastering learning through ICT. Faculty members are ideal users of ICT. We start the session with Havan. Every day morning assembly is organized by the student teachers of the respective houses. The Institute organizes orientation programmes, related micro-teaching, lesson plans, tutorial classes, demo lessons, internal assessments, open-air sessions for well-planned delivery and documentation.

The program activities which are conducted in B.Ed. After doing this course a trainee B.Ed. It is expected that the graduate achieves the objectives of pursuing B.Ed. in the form of specialties. For this, the focus is on Program Learning Outcomes and Course Learning Outcomes for all the functions and activities offered by the Institute. The teachers are determined to get them done carefully. The implementation plan of related works till the session is completed by the in-charge. In order to get theoretical and practical work done in the academic activities of B.Ed. two-year program, annual planning calendar is prepared for the session. Due to the delay of the academic session, flexibility is maintained in the execution of academic work.

In the two-year B.Ed. curriculum, the course is conducted according to RRBMU, Alwar. Institute Principal Dr. C.P. Paliwal is a member of B.O.S. in the University. For curriculum reform, only the syllabus given by the university is implemented in the institute. Curriculum Improvement and Review Committee has been constituted at the college level. This is the internal arrangement of the college. Time table is prepared for theoretical and practical works. Distribution of assignments in B.Ed. 1st and 2nd year question papers are distributed incorporating points of syllabus. Topic is distributed to the trainees with proper instructions. Assignments are collected at the appropriate time. Plans for various teaching subjects (problems obtained from the internship school) are presented by the student teachers through Action Research. Along with this, case study reports are also given in the experiences gained from the internship. By making art and craft items (EPC 2-Drama and Art in Education B.Ed. first year compulsory paper) by distributing assignments to the subject, handmade crafts, by creating useful items from useless items, creative art was developed. Similarly, in the subjects of language teaching, the scrap book, EPC-3 (ICT) is accumulated for the understanding of practical distribution. Getting the activities like library reading room, music, sports done in the time table with arrangement is an important part of B.Ed. syllabus itself. In ICT lab, psychological laboratory, related experiments are also arranged in a planned manner.

Every student writes in his diary about the various activities conducted in the open-air session program. Under the internal process of the college, with B.Ed. admission, to inculcate routine, values of

Vedic culture, house-wise conduct of prayer activities, discipline, teaching practice, study of theoretical and practical work according to time table, so that trainees can develop professional efficiency of teaching to develop understanding.

File Description	Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
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: D. Any 2 of the above

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

1.1.3

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

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	13	13	13

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	13	13	13

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

1.2.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

1.2.3

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

Response: 0

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

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

1.2.4

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document

1.2.5

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

Through gender sensitivity and other programmes, programs for gender equality and legal awareness are presented by the girl students and by the concerned departments in various forms, in the form of organizing sessions, skits, street plays and literary activities under the Women's Cell, a committee formed in the college. Vedic culture Yagya, Havan, prayer level activities, social service, food scheme, clothing distribution, environmental peace with the spirit of Vasudhaiva Kutumbakam, 51 Kundiya Yagya, Yoga procedures, Yogasanas and possible ways to inculcate human values in B.Ed. trainees. National, international level interest, various activities which develop ethics in teachers along with being professional.

During B.Ed. training, trainees are given micro teaching practice of teaching skills and twenty lessons of daily teaching lesson plan are practiced along with orientation program of daily teaching lesson plan. During the internship of 24 days in the first year as B.Ed. and 96 days in the second year, they get training in the form of school experience and other experiences of academic and school work. In the open-air session program in the course experience. Handmade items and other useful items and experience of all kinds of cultural, literary, intellectual, beautification activities and community shramdaan programs are provided in the open-air session in art and craft exhibition.

In this two-year course of teacher education, practical use of teaching skills prepares for the teaching profession by practicing lessons. Trainees are made proficient in practical teaching by means of criticism examination, practical works.

In the internship program, trainees use the practical knowledge learned by visiting selected schools. Apart from this, the experience of other works of schools is also taken by participating themselves. During this, they solve the problems related to teaching through their own discretion, thought, experience and practical form of knowledge gained.

During the training period, the educational process starts with the admission in the college, in which to promote the values, starting of daily Havan, Yagya Ish Vandana, through motivation programs, a platform is provided to identify the potential, interest characteristics of the trainees. In this sequence, various co-curricular activities are organized in the open-air session program, which is implemented in the form of various activities, these programs provide an opportunity to express the hidden talents, characteristics, inherent abilities, powers in the girl students.

In this program, the spirit of collective cooperation, mutual emotional understanding is also developed among the girl students. Shramdaan, cleanliness programs along with plantation, develop the habits of keeping the premises clean and working hard. To maintain physical fitness, various sports activities are organized in which B.Ed. trainees participate enthusiastically.

To the students thinking tendency, article expression, critical thinking, discussion, conversation with peers, conversation and behaviour with teachers, mutual cooperation, sense of healthy competition,

debate with competitive spirit, poem, essay, quiz, exclamation, stage operation, their healthy intellectual development is done by organizing mind games, elocution competitions through intellectual and literary programs.

Social awareness is expressed through rallies, street plays, surveys etc. related to the removal of social evils to make the community aware. Through the organization of solo singing, group singing, action songs, pantomime, room decorations, fancy dresses, handicraft exhibitions, skits, etc., teachers inculcate in students cultural values, patriotism, messaging, importance of purposeful work, aesthetic value, knowledge of handicraft items. Utility, sensitivity towards the environment is developed. The trainees themselves learn how to organize all these programs by a teacher in his institute/school by participating in these programs. This is very important for their teacher profession in future. Daily prayer, terrestrial activities of B.Ed. Institute, Hawan (Yagya) organized from time to time, Vedic mantra chanting in the evening helps in all-round development as well as inculcating them.

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

1.3.2

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

Response:

As per NCTE rules, college trainees go for internship in government schools for twenty-four days in the first year and ninety-six days in the second year. This internship is allotted online by the state government through Shala Darpan portal. It is completed in upper primary schools, middle schools and higher secondary schools in urban and rural areas. Which is related to the Board of Secondary Education Rajasthan, apart from this, the trainee is also familiar with the working system of private schools and the working system of the Central Education Board. The trainee is familiar with the diversity of Indian school systems in rural and urban areas, tribal areas and special schools, girls' schools through theoretical and practical work.

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:

B.Ed. During the training, the trainees are made to practice micro-teaching of teaching skills and 20 lessons of the daily teaching lesson plan are made to practice along with the orientation program of the daily teaching lesson plan. In the form of school experience, during the internship of 24 days in the first year of B.Ed. and 96 days in the second year, they get training of academic and other experiences of school work. In curricular experience, hands-made items and other useful items and experience of all kinds of cultural, literary, intellectual, beautification activities and community shramdaan programs are provided in art and craft exhibition in open-air session program.

From the beginning of admission to B.Ed. training, At the core of the teaching process are its skills. The basis of effective teaching is teaching skills, which are called micro teaching skills. Through the orientation program of micro teaching skills, the trainees are presented with complete details of the micro lesson plan. After that practical exercises are made to each trainee completing the micro teaching cycle. In this exercise itself, the trainees are prepared for teaching work by continuously practicing various skills such as introduction, questioning, explaining, blackboard writing, demonstration, stimulus variation skill, reinforcement skill etc. through feedback. Thorough open-air session students know how to organize these activities. Through this, association with the community, cooperation, importance of labour, importance of cleanliness, protection and usefulness of environment.

The study of EPC 1,2,3,4 in B.Ed. first year and second year question papers is useful in itself. Through these in the EPC (Enhancing Professional Capacities) question paper, various professional abilities are developed in the trainees. EPC-1 (Reading Reflecting on text), book review, writing work, article (story, poem, essay), journalism, mind game, study and expression with tree map technique, book study habits are developed by giving various activities to the trainees. It is done by giving in the same way EPC-2 In education, through the study and work of drama and art, knowing folk culture, singing, song, art, musical instruments, painting, music, various arts etc. Preparation of objects, Rangoli, Mandane, display of art on festivals and various occasions, exhibition of socially useful innovative items, etc. are practically done. This question paper develops the fundamental creative potential of the students and provides them opportunities for expression. In the understanding of EPC-3, the trainee is provided information about communication media, maintenance of equipment, process and technical knowledge in the present age of communication technology. Trainee working on computer as a teacher by understanding ICT, understanding of online work, online classes, work from internet on mobile and computer, educational work that is done online, and other searches that are done through internet By taking the knowledge, the self a teacher adopts the process of behaviour by understanding himself. Through calmness and mindfulness, the trainees become mentally strong through their own personality development. Through the evaluation process, their achievement and skills are measured by adopting the internal evaluation process and conducting examinations according to the university.

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: C. Any 3 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document

1.4.2

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 99.07

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

2.1.2

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

Response: 94.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
75	75	75	75	55

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: 0

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

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

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

In order to prepare the student teachers for the professional education program in the two-year B.Ed. program, they are trained in micro-teaching skills and prepared by mentoring in the college. Trainees are prepared for teaching by practicing twenty lessons of the daily teaching lesson plan. Per year For this, academic support is provided by the lecturers through subject orientation programs, teaching subject classes, demonstration lessons, etc. Different houses are allotted to the students to learn prayer activities. In which their mentor gives instructions and conducts the related activities.

The institute has a student counselling & guidance system. Mentoring is done through tutorial groups. In tutorial groups students and teachers interact with each other on individual basis, various personal and academic problems of the students are resolved. There is also a provision for this in the routine time table. For this, the college has the following arrangements: tutorial group, house system, guidance and counselling cell, women's cell, social club etc.

Various workshops are organized to promote professionalism in the college. Keeping in view the competition examinations, additional tutorial classes for competition examinations are also conducted. Guidance and counselling cell and various sessions are organized for reduce mental stress and Improve mental health. Various competencies are developed. Yoga programs, various exercise programs are organized in the college for all round development. To increase the development in each field, the lecturers have been made mentors of the student teachers. Mutual understanding is developed between

lecturers and students. So that they do not hesitate to tell their problems and a healthy environment can be created in the college. The college is fully working to make the development of professional skills necessary. Keeping in mind the need and importance of the present technological era, the college also contributes significantly to the technical development of the students . Programs like CAI, CAL, PPT, lesson plan, etc. are tried to provide direction to the technological development. At the end of the session, necessary changes are also made in the action plan keeping in mind the support provided by the student teachers and parents.

File Description	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: C. Any 3 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
Any other relevant information	View Document

2.2.3

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

Response: No Special effort put forth 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
Any other relevant information	View Document

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 16.33

2.2.4.1 Number of mentors in the Institution

Response: 18

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:

Various types of programs, activities, teaching practice, internship, open air session program, seminar and intellectual and literary program for learning in the curriculum conducted in the two-year B.Ed program, through experiential learning, problem solving, participatory learning, group discussion and

Various types of educational and awareness programs are organized through online mode.

During the teaching practice in the institute, micro teaching, skill practice, daily teaching practice (related teaching subject), teaching and work experience gained through internship in government schools, various types of activities organized in open air session program such as issues related to social problems, Nukkad Natak, extempore speech, mind game, debate competitions and other group competitions like- Rangoli, Room Decoration, Art and Craft, Teaching Model Exhibization etc. During the Covid-19 pandemic, the college continued to organize teaching work, training work, lecture series through online medium (Google Meet, Zoom etc.) and in compliance with the orders of UGC, State Government, University, NCTE, conducted teaching classes on online mode. Apart from this, many experimental educational programs are also organized.

A multi-method approach is adopted by the lecturers for the all round development of the student teachers of the college. Various skill enhancement programs are also organized under this. Many practical programs are organized for the development of skills required in teaching. Emphasis is also given on action research to comprehensively address the current problems of teaching. By organizing rallies and street plays on various social issues, efforts are made to connect with the society and give experience based education. Through art and craft science exhibition, an opportunity is provided to promote the practical ability of the girl students. A national seminar was also organized on online and offline mode to provide comprehensive information on NEP 2020 and various contemporary issues and to throw light on various aspects of NEP 2020.

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

2.3.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

2.3.3

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

Response: 0

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: 00

File Description	Document
Programme wise list of students using ICT support	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	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: E. None of the above

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

2.3.5

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

Response:

Under the B.Ed. course, group spirits are developed in the students in the activities held in the college. For this, daily prayer activities are organized by a house for Sadan students. Under the open air session program, the spirit of healthy competition is developed among the girl students by dividing them into different groups and organizing competitions. Group spirit is also developed among students by various clubs like Science Club, Environment Club and Social Club etc. Counselling sessions are also organized from time to time. Through these programmes, opportunities are provided to each Student to work in her group according to her interest, ability and capacity. And these programs help students to balance between home and place of study. Instructions and counselling are provided by the teachers to the students to coordinate the work of home and study to do the related work. And they are ready to handle the work pressure.

All the student teachers are divided into equal number of groups. These groups are represented in prayer program, cultural program, open air session program etc. Due to which the group spirit develops in the student teachers. Apart from these, art and craft and various assignments are also given in groups. Group spirit is developed to promote mutual harmony during open air session programs and educational tours. According to the psychological principle that '**Each child is unique**', the teachers of the college work to increase the professional efficiency of their students. For this, diagnostic and remedial classes are organized. Extempore In which efforts are made to remove the problems faced by the student during the training. The intellectual and professional development of student is done through competitions like debate, quiz, and speech. Efforts are made to improve one's own conduct with friends and In-charge Lecturers through guidance and counselling. Guidance sessions are organized from time to time by the Guidance Counselling Cell to reduce mental stress and to balance the stress between study work and domestic situations. Technical sessions are also organized to reduce the stress of competitive exams. In order to understand the nature of education in the present circumstances, work is also done to give information from time to time on the new relevant issues going on in the field of education. B.Ed. The trainees for the course come from various backgrounds. In which people also come from rural, urban, tribal and backward areas. In such a situation, they have to face difficulty in doing the training work. Especially being an organization of women, we see the challenge of many problems related to them. The personal problems and family problems of the girl students are solved by the members of the Women's Cell and Guidance Counselling, Problem Solving Committee with every possible effort. Along with highly inquisitive students and backward trainees, normal and diversified students also take training. Keeping in mind, college activities, academic work, guidance counselling is done and a professional teacher is prepared as a successful trainee.

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

2.3.6

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

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

Response: E. Any 1 or none 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
Any other relevant information	View Document

2.3.7

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

Response:

In the first year of B.Ed. two-year course, different types of activities are organized under the open-air session program. In which creativity, innovation is developed in students through Rangoli, Art and Craft exhibition. Intellectual and thinking skills are developed through various intellectual competitions, debates, impromptu speeches, talks, quizzes, speeches. In group work everyone works together. Due to which development of sympathy towards each other and related life skills is also done through community, shramdaan, service works, message through street plays, skits (related to social problems) and community awareness is developed among students.

During the open air session program many efforts are made for the development of creativity, innovation, intellectual ability. Creativity is developed in the students through competitions like Rangoli, Art and Craft. Efforts are also made to increase creativity and intellectual abilities by making science

exhibition, auxiliary material. Debates and other intellectual competitions are also organized from time to time on various new contemporary topics. Through shramdaan, social survey, service work, skits, street plays, work is done to develop life skills and sympathy and sympathy towards the problems of the society in the student teachers. New information is provided by the teachers on the events of different days. To increase the capacity of the student teachers, teachers are given projects and practical work as per their requirement.

In order to increase the skill enhancement in the two-year B.Ed. program, teaching practice program is conducted. Which is done every year in the form of micro teaching and daily lesson plan teaching practice program. With this, the student teachers develop the actual skills of teaching. After the completion of the daily learning exercises, their skills are assessed through a critical text test. These programs provide a real classroom learning environment to the students.

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

2.4 Competency and Skill Development

2.4.1

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

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

Response: D. Any 2 or 3 of the above

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

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: E. Any 1 or none 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

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: D. Any 1 of the above

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

2.4.4

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

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

Response: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
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: E. Any 1 or none 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

2.4.6

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

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

Response: A. All of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The college has provision for internship in each year for both first and second year of B.Ed. Schools for internship are determined online by the education department of the state government. For this, options are sought from college students. These choices are filled online on the Shala Darpan portal. Choice is taken from the students by the college in advance. Allotment of any one of these schools is done online. After the allotment of internship, general information about internship is provided to the students by the college and a diary is given in which form and description of work to be done during internship is given. The provision of 24 days work for internship in B.Ed. first year and 96 days work in second year is

prescribed by NCTE. After going to the internship schools, the students work according to the instructions of the head of the institution there and enter the details of the work done in their diary. Experience is provided to the students through the internship program to get the teaching work done practically. They are prepared for the teaching profession in future.

To make the students better in the teaching work for the future, the internship program is conducted in the government school. For this, Shala Darpan online portal is opened by the education department. In that, the list of schools selected for the concerned college is taken for the first and second year. The trainees choose the schools on the basis of their convenience and home district. After filling the selected school, the school is allotted on the basis of their preference in a fixed period. With the allotment of the school, within the time period (15 days) given by the education department, the trainees have to be relieved from the college and join the allotted school for internship. An orientation program is given to the trainees going for internship by the Lecturer in charge of the work concerned. In which diary writing is completed with period lesson plan, report card, case study, bill, cash filling, and TC form, leave application form and report and is submitted after the internship with the internship school principal's signature. The Lecturer of the institute has no role in the internship schools. The teachers, headmaster of the allotted internship school only provide guidelines to them. The performance evaluation of the trainees in the internship schools is done in a systematic manner. In which his presence is mandatory. Internship schools are allotted to the trainees at upper primary, secondary and higher secondary level. In which the trainees get real experiences. These experiences are available according to the type of school setup, working style, methodology which prepares them for the teaching profession. After identifying the problem for the related teaching subject during the internship, a plan is presented by starting the process of action research on the related topic. The role of the teachers of the institute how to do internship, Action research plan, diary writing, is limited to information about.

File Description	Document
Documentary evidence in support of the claim	View Document

2.4.9

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

Response: 144

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

Response: 1

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: E. Any 1 or none 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
Data as per Data Template	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Two Year B.Ed. In the course program, in the first and second year, the students go to the government schools during the internship program. The college does not adopt any kind of monitoring mechanism on

behalf of the institute. For internship, the trainees get selected schools by the education department of the state government. In which instructions, advice and supervision are given by the Principal Head Master and local teachers of the Internship schools.

File Description	Document
Documentary evidence in support of the response	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: C. Any 2 or 3 of the above

File Description	Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document

2.4.13

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

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

Response: E. None of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document

2.5 Teacher Profile and Quality

<p>2.5.1</p> <p>Percentage of fulltime teachers against sanctioned posts during the last five years</p> <p>Response: 100</p>	
File Description	Document
Data as per Data Template	View Document

<p>2.5.2</p> <p>Percentage of fulltime teachers with Ph. D. degree during the last five years</p> <p>Response: 50</p>	
<p>2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years</p> <p>Response: 8</p>	
File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

<p>2.5.3</p> <p>Average teaching experience of full time teachers for the last completed academic year.</p> <p>Response: 8.44</p>	
<p>2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year</p> <p>Response: 135</p>	
File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

<p>2.5.4</p> <p>Teachers put-forth efforts to keep themselves updated professionally through</p>	
--	--

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

Response:

Teachers also discuss current developments at home with mutual discussion to keep themselves professionally updated. Presently, teachers in the field of education share various issues of policies education, webinars broadcast by other institutions, FDP and other information to discuss NEP 2020. One day National Seminar on NEP 2020 was organized in the college. Apart from this, to know the different aspects of curriculum and education, we try to keep ourselves updated along with reading various books.

To keep themselves updated, the teachers keep information about the current development through reference books, magazines, educational journals, newspapers, competition Magazines, journals etc. coming in the college library. During the Covid-19 pandemic, communication technology was the only means of carrying out educational activities, in which information related to guidelines, precautions, notes, PDF, PPT, instructions provided by the concerned bodies through mobile, e-mail was sent to this technical platform - Provided only. Various information received and updated through webinars FDP discussions through Google Meet, Zoom, Webex video app. In order to keep the teachers updated on the current development and issues in the institute of B.Ed. training, prayer activities, news, general knowledge quiz and guided festivals, jubilees are conducted relevant to celebrate special days. Teachers present their lectures in innovative ways using ICT. To keep themselves updated with the trainees, topical issues and topics are discussed from time to time. Along with giving guidelines on the topics of activities like debate, essay, question paper etc. to be done in institutions, they also keep motivating them for updated information. Incidents happening in the country and abroad, disaster, global warming effect etc. are also included in these discussions here and there.

While implementing subjects ranging from yoga to peace education with the trainees, their benefits and disadvantages are explained. Seminars, broadcast talks, lecture series, intellectual competitions, workshops, surveys etc. are organized by the Lecturers in the college from time to time for the trainees to complete intellectually.

Educational policies till the earliest updated (NEP 2020), form of question papers are discussed through teaching lectures series, seminars, and webinars. In these programmes, other institutions and scholars are invited to give broadcast talks and provide knowledge benefits. To know about various aspects of B.Ed. course and education, Lecturer make every effort to stay updated by reading books, searching on the website, various innovations. Teachers also keep information about uploaded material by teachers on NCTE website.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document

2.6 Evaluation Process

2.6.1

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

Response:

Students are assessed/evaluated through various methods such as class tests, house tests, external university examinations, assignment based lessons, seminars etc. In short, we follow a continuous comprehensive internal assessment system on the lines of the affiliated university. The annual examination program is prepared by the affiliated university. Rules and regulations followed by the institute to conduct the examination as per the syllabus.

Continuous internal assessment of the trainees is done in the college, which is done under various academic activities, such as observation of microteaching skills in practical exercises, improving their teaching by observing the daily lessons of their partner in microteaching exercises in more than two cycles. This observation is also done from simple lessons to performance, criticism lessons. Daily teaching lesson practice is tested through a critique lesson which the trainee presents as his/her best performance. In the course of continuous evaluation, the open air session program is organized with great enthusiasm and happiness with various co-curricular, recreational, learning activities. This program is unique in itself, due to which the personality development of each student is also all-round development. In this, each program organizes different activities in different forms. The development of interest in the use of teaching aids, the manner in which they are presented and used in teaching work is also assessed. Continuous evaluation of how students effectively use ICT (PPT, video, audio) with teaching aids, goes on during lesson teaching. Through the teaching aids exhibition, a clear and suitable form of teaching material made by the students is visible in the form of model, practical model and other forms. In the same sequence, according to the university syllabus in the internal assessment examination, the assignment distribution of question papers is distributed to each student along with the related topic, the records of which are deposited in the college in the form of a assignment work. In these, evaluation is done on the basis of written works. Also the internal assessment test is conducted as per the time table. In which the college staff prepare question paper on university pattern, their answer sheet is evaluated. All this above evaluation was conducted through online mode during the COVID-19 pandemic. Due to which guidelines were also sent online, what's app group.

B.Ed. 1st and 2nd year practical, theory works, internal assessment, continuous evaluation, marks are completed online as per the instructions of the universities. He gets the theory and practical examinations fixed by the university to be completed according to his time table. Their evaluation scores are submitted online. In this way, the process of internal evaluation of the work of the trainees goes on continuously. Since after the B.Ed. entrance exam, the admission session starts late, the entrants come late. Due to which the conduct of annual examinations also remains messed up, due to which it remains a challenge to work in a fixed time, yet the college institute makes successful efforts to make adjustments in getting all the academic and practical works of B.Ed. course done.

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: C. Any 2 of the above

File Description	Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The exam pattern is based on university system. The complaint redressal mechanism related to examinations in the college is not functionally effective. But the information about solving the question papers related to internal assessment and assignments related to internal assessment is given to the trainees by the college as per the university rules and the trainees are told about the precautions related to doing the question papers and practical work. The pattern of internal assessment examination question paper is kept as per the university examination. Which are given in Hindi and English medium? Giving adequate time for pre-examination preparation, the time table of internal assessment examination is released for the first and second year of B.Ed.

2.6.4

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

Response:

The Institution prepared academic calendar and there is provision for conduct the internal examination. The annual examination schedule is prepared by affiliated university. All the rules and regulations are followed by the Institution to conduct the examination according to syllabus and curriculum. In the B.Ed. program is conducted by the college under the annual plan for internal assessment activities like micro teaching practice, daily lesson plan teaching practice, criticism examination, open-air session program and internal assessment examination in the curriculum. The entire internal assessment work is conducted according to the syllabus of the university (Raj Rishi Bhartrihari Matsya University, Alwar, Rajasthan).

The annual planning calendar is prepared at the beginning of the session for the smooth and orderly operation of the theoretical and practical works of B.Ed course in the college. The concerned in-charge is appointed to organize and run the academic session. Those who, after discussion, present the time table program of their academic and practical works along with prior planning and implement it by giving it a definite shape. Its prior information is given to all through written and technical communication medium.

In order to maintain discipline in the college, possible days are fixed in the annual plan calendar for smooth conduct of activities. Due to the delay in the academic session, flexibility is kept in the practice of theoretical and practical work. So that internal assessment marks are fixed for all practical works of the course. Therefore, the operation of all these is also necessary. Since the internship program is conducted by the Rajasthan Education Department only, it can be completed accordingly. Keeping this in mind, other programs are conducted. The time table (Internal Assessment Time Table) is fixed by the Institute for the internal assessment examination and is conducted according to the arrangement of the university examination. The assignments are evaluated only after the submission of the assignments by the trainees. The cases of assignment distribution are allotted to each student by the respective lecturers (question paper first and second year) with prior planning. After thorough study, it is written and submitted by the Lecturer as per instructions. The entire internal assessment work has been conducted as per the syllabus of Raj Rishi Bhartrihari Matsya University, Alwar (Raj.).

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

In the B.Ed., institute conduct of the two year course is run smoothly with the time table as per the university curriculum. In which various papers (compulsory) and classes of teaching subjects are taught together by the concerned teachers to prepare future teachers. Outcome of learning by the institute in the form of future teachers of the girl students in various school programmes, internships, Seminar, teaching practices, prayer site activities (house wise operations), various important days, anniversaries of great men celebration of national festivals, knowing their importance, in group activities Giving participation and creativity, by exhibition of artistic objects for creation, by organizing science model exhibition for scientific approach, through science quiz, lectures by academicians, legal information (women related) etc., learning and creative Literature ensures to prepare the child for his ability to understand the needs, objectives, stages of growth and development and understand the learning process.

Teachers start giving training related instructions to the students from the time of admission in the first year in college. According to the subject faculty from which the students belong (Commerce, Science, Arts Faculty), they are provided with graduation subject-wise teaching subjects. Keeping in view the ability of the learner, the teaching subject is allocated for teaching practice. Subject knowledge, use of skills for the teaching, coordinated experiments of skills in teaching are practiced in daily teaching practice. Under microteaching skills, microteaching exercises of various skills such as introduction, questioning, explanation, demonstration, blackboard writing, reinforcement, stimulus variation and probing questions, giving examples, illustration skills, etc. are done along with completing the microteaching cycle. so that they can acquire proficiency in teaching skills. Prepare for the teaching profession by using exercises in microteaching skills integrated into daily practice teaching. During this the trainees are presented with suggestions for improvement in practice. Trainees present the practice in each teaching-related work in the diary with prior planning. The teaching work is done along with the process and result of taking the achievement test. Along with this, by observing the micro-teaching skills, teaching practice of the peer group, they discuss improving their own teaching and also improving their peers. This type of observation process generates an attitude of making the teaching work purposeful, comprehensible, among the trainees. Trainees actively participate and cooperate in these programs. Information about the events of the festival programs is given on the notice board in advance. Due to which the students cooperate better with pre-preparation and execute the presentation. Along with the participation interest of the trainees, the involvement of operation shows the interest and awareness towards the related work. In this way, during the complete training, along with learning the tasks to be done by the trainees, completing them with interest, awareness, enthusiasm, fulfils the purpose of B.Ed. training. This is clearly visible from their work behaviour. This is the real indicator of the success of the programme.

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

2.7.2

Average pass percentage of students during the last five years

Response: 99.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
144	137	145	140	140

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
Any additional information	View Document

2.7.3

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

Response:

During the teacher education program, B.Ed. In the first and second year, the process of achieving skill teaching is adopted smoothly with improvement in the practice performance of micro-teaching skills. Similarly, during the day-to-day teaching practice, the girl students are prepared to learn the integrated teaching skills in the subject teaching and to make effective teaching. Student's progressive performance is seen in the criticism lesson exam. Progressive performance takes place in various competitions organized in the prayer ground house activities and open-air session program. In these, the girl students move ahead with the spirit of healthy competition while getting various positions. As an incentive to the girl students, a certificate of the position obtained in the competition is given. Thus B.Ed. In training, the trainee acquires educational professional capacity, personal characteristics, community feelings, ability to participate in competition.

During the training program, 24 days internship in the first year and 96 days internship in the second year is conducted in government schools as per the instructions of the state government. So that the student teachers can become aware of the practical aspect of the teaching work. Behavioural qualities can be developed in them properly. The spirit of healthy competition is developed through competitions in the college. Various community programs are organized from time to time to connect with the society. The college believes that the students should contribute to the progress of the society. This contribution can be given appropriately only when professional qualities are developed in them. For the all-round development of professional qualities, the college organizes many activities. For the development of

effective leadership abilities, students and anchoring are given the work of group leadership from stage management. So that they can become aware of the practical aspects. In order to bring efficiency in the teaching work, from time to time, critical examination, annual lesson plans are organized, observation of the critical examination is done by a 4-member inspection team. In which the college principal has an important role. In this, instructions are given to the student teachers for necessary improvements.

Guidance and counselling classes are also organized in the college for the development of students. So that students can be strengthened to face mental problems like stress, pressure.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 7.64

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

Response: 11

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

2.7.5

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

Response:

During the teacher education program in B.Ed. First and second year, the process of achieving skill teaching is adopted smoothly with improvement in the practice performance of micro-teaching skills, Similarly, during the daily teaching practice, the students are prepared to learn the integrated teaching skills in the subject teaching and to make effective teaching. Student's progressive performance is seen in

the criticism lesson exam. Progressive performance takes place in various competitions organized in the prayer ground house activities and open-air session program. In these, the students move ahead with the spirit of healthy competition while getting various positions. As an incentive to the students, a certificate of the position obtained in the competition is given. Thus in B.Ed. Training, the trainee acquires educational professional capacity, personal characteristics, community feelings, ability to participate in competition.

The evaluation process goes on continuously in the college. Early learning skills are developed through microteaching skills. It is evaluated by the college lecturers sitting in the classroom. They provide necessary improvement suggestions to the student-teachers in writing. In the daily lesson plan, teaching is done through effective lesson plan by proper skills to teach the subject effectively. Lesson plan observation is also done in writing by the lecturers. A critical lesson plan is organized after the daily lesson plan to evaluate the progress of daily teaching practice. From time to time, assignments, tests, projects, etc. are made to check the theoretical lessons. Various competitions are also organized. Once in a session, internal assessment examinations for the first and second year are conducted as per the university pattern so that the students have not face difficulties in the annual university examination.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.71

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: E. None of the above

File Description	Document
Sanction letters of award of incentives	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any 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: D. Any 1 of the above

File Description	Document
Documentary evidences in support of the claims for each effort	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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2	0	0

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

3.2.2

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

Response: 0

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

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

File Description	Document
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

3.3 Outreach Activities

3.3.1

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

Response: 0.2

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

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

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: 8.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
120	00	00	00	00

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

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: 48.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
144	138	145	140	140

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.3.4

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

Response:

During the B.Ed. course in the institute, different types of activities are organized for the community development of the students under the social club. Awareness is generated in the community through skits, speeches and awareness programs on the days decided by the Vental Committee (Water Day, World Health Day, Nai Talim Day). Community through street plays on various social issues such as awareness of Covid-19 pandemic, water and environment conservation, problems of elderly people, misuse of mobile, de-addiction, child marriage, Vedic rituals, water conservation and surveys on various social issues etc. is made aware. Similarly, in social services, community development is done through activities such as distribution of fruits, distribution of cloth bags, removal of plastic, save environment program, distribution of masks and sanitizers from time to time in the community, distribution of blankets, distribution of ration kits, milk etc.

Under the social club, efforts are made from time to time to remove the evils and evils prevalent in the society through various rallies and street plays. Even during the Covid-19 epidemic, the college organized many online and offline programs for prevention and security measures against this epidemic. Many programs have also been organized on burning and relevant issues like water conservation, environment protection, drug addiction, problems of the elderly etc. Skits, speech competitions, etc. are organized in the programs organized by the Ventel Committee on the days decided. Under the Electoral Club, many programs are organized in relation to increasing voter awareness. In social services, effective development of community is done by organizing programs like fruit distribution, clothes distribution,

distribution of cloth bags, plastic hatao desh bachao, mask and sanitizer distribution programs. The work of spreading awareness on social issues is also done by human chain. Legal information is also provided to girl students on many social issues by the District Legal Services Authority.

In this way, the management committee always works with body, mind and wealth in the service of the community. To gain teaching experience through internship in school various programs are organized in B.Ed. College to sensitize girl students on social issues. Which do to make the people of the community aware? Under this, literacy, digital awareness, good use of mobile, new and old generation, old age protection and service, gender discrimination, hypocrisy and protection from them, voter awareness, water conservation, environmental protection, cleanliness, Covid-19 vaccination, Green environment, drug de-addiction, transgender literacy, yoga exercise, physical exercise, awareness of women rights, awareness programs against exploitation are done through outdoor activities like Nukkad Natak, prayer site activities, skits, survey and other cultural programs. In the college, the students are introduced to the importance of Vedic mantras along with participation in the programs of Yagya held on every occasion to inculcate Vedic rites. The institution fulfils its purpose with the thoughts of Maharishi Dayanand Saraswati. Various social problems, other problems that affect the society and the individual, sensibility are awakened through street plays, rally, poster picture display, slogan plaque writing, skits, and folk songs.

File Description	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: 0

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

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

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

3.4.2

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

Response: 0

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

File Description	Document
Data as per Data Template	View Document

3.4.3

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

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

7.Linkages with general colleges

Response: C. Any 3 or 4 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The fact that the Institution today has an excellent infrastructure bears testimony to a well-established system of fore seeing requirements, planning ahead and project execution with a vision and then maintains the assets created to the highest standards. All faculty members have been provided staff room & other related rooms. Student common rooms are available. The campus is disabled friendly with ramps, parking & especially able toilets. Library is well equipped and completely automated through Koha software. 4 MBPS - internet bandwidth is available which provides good internet speed. Sports/Cultural Activities to promote students interest in sports and cultural activities a Music, Debating Society, Dramatics, Quizzing and Mathematics, Social Service. Sports facilities for, Cricket, Volleyball, Table Tennis, Basketball are available for students. A multipurpose hall with 450 seating facilities is available inside the campus. One Seminar hall of 100 seating capacity is available for a smaller size gathering. An annual budget for maintenance of all Infrastructure facilities is catered for at the beginning of the year. Maintenance of the Infrastructure Physical Infrastructure: Maintained in house through a team of masons, Carpenters, Gardener, Electricians & Plumbers. Maintenance of Service (Electrical, Plumbing, and Sewage): All other services are maintained by our in house team.

Adequate physical facilities are available in the college for the students. Sufficient furniture is available in the college to accommodate about 300 girl students studying in both the years. About 38 rooms are available in the college building. In which class room, multipurpose hall, auditorium, common room, science room, social study room, sports room, art and craft room etc. are prominent. Adequate amount of subjects related is available in all the rooms. Keeping in mind the physical development, indoor and outdoor games are organized in the college. For outdoor sports, the college has adequate playground which includes badminton court, basketball court, kho-kho ground etc. The college administration believes that a healthy mind resides in a healthy body. Apart from this, the college provides necessary resources to the student teachers to participate in inter-college sports competitions. There is also arrangement for RO and water cooler for drinking water.

The college has a rich library for intellectual development. In which separate reading room has also been arranged. The library is very rich in terms of books. The library of the college has about 18185 books, which are related to various subjects, including reference books. About 6 newspapers, daily employment news and many journals come in the library. Online support of technical ICT is also taken in teaching practice. E-lecture series, seminars, conferences are also organized online. Teaching in the college also keeps participating in ICT based programs. Due to which the information related to their subject keeps getting updated. The teachers also conduct several short term courses on online mode. A separate computer lab has been set up in the college to impart knowledge of ICT to the students. There are about 21 computers in this lab. The college campus is a 4 storied complex.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any 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: 0

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

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

Response: 2

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: 1.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
.38040	.32143	.54117	.64783	.99567

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library is well equipped & it completely automated through koha software 4MBPS bandwidth. Library automation is electronics based activity which is carried out by human beings it is help full to providing library services. There is standardization in library work. Accuracy in work quick communication of information it is a time saving and user friendly system. koha is a full featured integrated library system (ILS) web based interfaces. We can integrate with website.

Library automation reduces the workload for library staff in terms of cataloguing. Circulation & acquisitions this free up time to provide a higher quality of service to library patrons. Koha includes many modules koha OPAC Modules-koha provides a full functional online public access catalogue (OPAC). OPAC users can carry out searches starting from ten fields (keyword, subject titles, class Barcode author, publisher etc) As in the librarian interface. They can order the results according to several criteria. Koha OPAC Module the administrator can allot one or more of the following capabilities to each-Staff member, Super librarian, access to all function, carry out circulation tasks, search the catalogue, administer the system parameters, Borrowers manage the public users (addition, modification, restriction, etc.), Permissions administer staff access to functions, place reserves on items for any borrower, Reserves for oneself places reserves for oneself, loan items to borrowers, manage the catalogue, Charges manage the fines and fees levied, against members.

Koha Circulation modules:-Borrowing a book from any branch check out returning an item at any branch these functions includes in this modules. Circulation rules can be defined very finely by the library: for each member category, item category and holding branch of the item, the duration of the loan and the maximum number of books loan able can be defined. Returning items (Checking-in) is extremely easy: simply scan the barcodes of the items being returned.

Koha cataloguing modules:- MARC Management: The cataloguing modules is one of the principal strong points of koha, several "frame work" can be defined to do different cataloguing for monographs, electronic, resources, periodicals etc. Cataloguing data can be displayed in MARC format in simplified form, the acquisition modules make it possible to acquire materials and add them directly to the catalogue. Koha Operating Parameters: Koha allows you to set various parameters which control the operating environment of the library, Library branches: defining branch categories branches and contact information, Item type: Define library items like Book, Reference books, Book bank/Donated book,

Journals/Magazines etc: Not for loan for item types such which do not leave the library(issuing). Koha Patrons Module:-Patrons are added by going to the patrons' module. Koha Serials Module:-This module keeping track of journals, newspapers and magazines and other items that come on a regular schedule. Koha Report Module: It a way in which we gather data reports are used to generate all books record, check out check in records, patron list shelf list records or any other record list of data in your database. Koha data is stored in a My SQL database.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document

4.2.2

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

Response:

There is no gateway remote access system of any kind for teachers and trainees under the library resources in the college. Koha software is used in the computers in the college library. All the books are exchanged through this software. Apart from this, the record of books in the library also includes reference books, subject wise books, Encyclopaedia, dictionary and other literary and philosophical books in Koha software. Along with this, the library has the facility of reading room. B.Ed. trainees and teacher trainers take full advantage of the library for book study as per their need. But there is no remote access system.

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: D. Any 1 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

4.2.4

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

Response: 0.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
.16229	.19873	.33928	.17584	.16677

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

4.2.5

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

Response: 6.37

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: 190

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: 680

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: 118

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: 782

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: 205

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

4.2.6

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

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

Response: B. Any 3 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

ICT to student teachers in college Amenities have been made available. For this an ICT lab has been established in the college. Wi-Fi facility is also available for which BSNL Fiber has been installed; whose speed is 4 Mbps. That is run with a plan throughout the year. The student teacher keeps herself updated with the ICT facility. Due to which their teaching skills increase. The college staffs also keeps themselves updated with the ICT facilities. Many online events, webinars, seminars, are organized with the help of ICT. For this, a Logitech setup has been installed in the college.

The college has 29 computers which are equipped in ICT lab. Computer training is also given in B.Ed. course. Wi-Fi facility is also available. For which BSNL Fiber 5G internet is used. With the help of ICT, the student teacher keeps herself updated. Due to which their teaching skills increase. The ICT facility for the college and staff keeps them updated for office work.

Under ICT facility, web cam and mice setup has been installed in ET Lab in the college. With its help, many online programs, webinars, seminars are organized. All the college related work which is done online. They are done. There is a question paper of ICT in 2nd year in B.Ed. course. In which ICT is taught for theoretical and practical knowledge.

Under the practical classes in the ICT lab, the trainees are trained about the general knowledge of computer operation, the necessary tasks to be done from it.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 10.14

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

4.3.3

Internet bandwidth available in the institution

Response: 4

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

Response: 4

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

4.3.4

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

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

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 16.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.26	9.84	6.43	5.95	5.56

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

4.4.2

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

Response:

The Institution provides for adequate availability of physical infrastructure for conduct of Academic, Sports and other Co-curricular activities, optimum utilization of academic assets like Classrooms, tutorial Rooms, Labs and Workshop. The fact that the Institution today has an excellent infrastructure bears testimony to a well-established system of fore seeing requirements, planning ahead and project execution with a vision and then maintains the assets created to the highest standards. Library is well equipped and is completely automated through Koha software. Four MBPS, internet bandwidth is available which provides good internet speed.

Technological tools have been added to the range of educational facilities in the college, in which web cameras, ICT infrastructure is available for conducting online classes. During the Covid-19 pandemic, this online platform was used to maintain online teaching work in virtual classes due to lack of physical presence in the college campus for the students. In which online apps like Google Meet, Zoom app etc. transparency of educational works, online conduct of classes, exchange of necessary information, educational activities, cleanliness and Covid-19 sanitization and other awareness information sent through What's App group and online Google Meet app. done. A total of 29 computers are in running condition in the college. In the second year of B.Ed., EPC 3 is used in ICT lab for theory and practical classes. Similarly, presentation of latest information, PPT is done as per requirement through projector in OHP, Projector Hall in Educational Technical Room.

A total of 87 psychology tests are available in the psychology laboratory of the college. In the first question paper of B.Ed. first year, information about psychology test is given under childhood and development. Every year psychological tests are conducted for the B.Ed. trainees. They are also given under the assignment. In handicraft workshop, B.Ed. girl students are taught the art of making useful, decorative and aesthetic items from useless items. This is also included under EPC-2 of B.Ed. question paper. In the science laboratory, the materials of models and charts related to science and mathematics are available, students use to make teaching-learning effective. Indoor games are arranged in the Physical Health and Sports Laboratory. And in outdoor games, facilities for cricket, basket ball, shot put, javelin,

saucer, kho-kho etc. are available. The social resource room is equipped with charts, slides, maps globe, day-night formation model etc. related to social science.

The college library is rich in books. Books, journals, magazines are available in the library. The library also has book bank facility. The music room is equipped with musical instruments, charts, etc. as per the requirement. The staff room is modern and equipped with necessary amenities like gas burner, fridge etc. Along with this, various related rooms for the faculty, women's cell, common room, language room, science lab, psychological lab, physical health, sports room, social resource room, IQAC etc. are functional. The college has pollution free environment with green play ground. The campus is equipped with facilities for drinking soft water, electricity, facilities, ramp for especially abled people, etc.

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: D. Any 1 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: E. Any 4 or less of the above

File Description	Document
Geo-tagged photographs	View Document

5.1.3

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

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

Response: C. Any 3 or 4 of the above

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

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: D. Any 1 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

5.2.2

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

Response: 0

5.2.2.1 Number of outgoing students progressing from Bachelor to PG.

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

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

File Description	Document
Data as per Data Template	View Document

5.2.3

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

Response: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response:

The college is run by a private trust in which admission is done through PTET examination conducted by the nodal institution prescribed by the state government. The student council in the college is run at the college level itself. In which Alumni Association Committee has been formed. But it has not been formally registered as a society. Its meetings are organized informally from time to time. For this, separate information by mobile or telephone is given to the members of the Alumni Committee. Therefore, the student council does not play an active role in the institutional work of the college.

5.3.2

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

Response: 33.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	29	16	54	32

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

5.4 Alumni Engagement

5.4.1

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

Response:

The system of alumni union is operating in the college but it is not registered. The senior lecturer of the college, Dr. Pramod Kumar Sharma, has been appointed as the chief in-charge of the Alumni Association. Other members of the union have been made office-bearers of the Alumni Association. Former student teachers have also been included in this. Alumni Association meetings are organized from time to time. In which suggestions are taken from them. She willingly cooperates with the alumni fund in the college by the alumni. Information about alumni meeting is given on what's App group and mobile. All are gathered at one place as a meeting ceremony of the alumni. So that everyone gets to know each other. Such a function is proposed.

Two meetings are held throughout the year under the Alumni association in the college. In which the selected alumni member is called. Along with this, aluminium forms are also filled. In which endorsement is obtained about the college along with their educational status, post name and place.

There is an alumni committee in the college. Feedback is taken in the alumni form by the committee for improvement in the college. On the basis of them the system is improved. Suggestions are given by the alumnae in the alumni meet programs. These suggestions are discussed and possible improvements are made in the institute.

After studying the feedback of the former students, efforts are made to improve and implement them in the college.

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

5.4.2

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

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

Response: E. None of the above

5.4.3

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

Response: 7

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

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

File Description

Document

Data as per Data Template

[View Document](#)

Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association

[View Document](#)

5.4.4

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

Response:

Through the Alumni Association, the college institute organizes alumni meet programs from time to time to motivate the alumni association and students as well as to identify, nurture and develop any special talent among them. It is through these programs that the former students get inspired by getting to know each other about their ideas, their progress, and the achievements achieved by them. In this way, the college encourages and inspires the students to move forward through the alumni meet program proposed and conducted by its Alumni Association Committee. But the Alumni Association is not registered and there is no such effective support system in the college helps in inspiring and promoting special talent.

File Description	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:

By accepting the principles of revered Maharishi Dayanand from the heart and mind, the institution was established for the propagation of Vedic ideas. In the present era of uncultured, various co-educational activities are organized for the product of the society, considering human service as a religion through mind, word and action, to inculcate Vedic rites. In the college, there is a system of studying compulsory question papers along with arrangements for teaching and training of various subjects. There are various laboratories, handicrafts art workshop, social science resource room, language room, library and reading room. All these are used by the trainees in their practice lessons and develop self-confidence. Along with its assigned training program, various activities are also organized in the college. Contemporary topics are discussed for the exchange of ideas. The participation of the lecturers of the college in seminars, workshops organized in various universities and colleges is keeping it dynamic and progressive. Lecturers send articles/research papers etc. for publication from time to time in various journals for their own academic studies. All the trainees studying here are motivated to contribute in nation building by becoming a successful ideal citizen by developing a simple life with high thoughts.

An institution has been established to promote Vedic education and culture. Arya Kanya Vidyalaya Samiti is an organization established by Swami Dayanand Marg, Alwar to propagate the vedic thoughts by accepting the principles of respected Maharshi Dayanand Sarswati wholeheartedly. The vision of the institution is to provide women education constitution to bring women in the front line. Various co-educational activities are organized to give an effective product to the society which considers human service as a religion through mind-word-action, to awaken the Vedic culture in the current era of culture. Along with promoting women's education, the organization takes a pledge for the revival of Vedic culture. Women important role in society and family. She is the twin link of family and society. Keeping this objective in mind, various programs are organized to prepare women for family and social life. An important task in the mission to prepare professional teachers. Because until the teacher does not do the teaching work with complete professionalism, he will not play his progress properly. The college organizes various sports, literary and intellectual competitions keeping in mind the all-round development of the students. So that the students can use their abilities appropriately in future. The institute develops teaching skills through practical works as per norms. So that the teacher can do his work efficiently. Discipline so that the spirit of self-discipline can be developed. Various types of intellectual competitions like debates, seminars, workshops etc. are organized from time to time to promote intellectual abilities. Lecturers provide their participation in seminars, workshops organized in various universities and colleges. Gets various articles/research papers published. The institute emphasizes on making its student teachers a successful and ideal citizen by developing personality with simple living and high thinking. So that they can contribute in the building of the country and society.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

The Institution conducts many practices for decentralization are mentioned –

Curricular Activities Orientation is given about use of teaching aids, methods and techniques of teaching, classroom problems, traits of a good teacher, preparation of micro and daily lesson plans, etc. by the teaching subject teachers in their respective classes. The subject teachers give demonstration lessons on use of various skills and methods. Microteaching sessions are conducted. Preparatory files are prepared by the students for each of the two teaching subjects, which include 5 micro lesson plans. 5 daily lesson plans and observation of two demonstration lessons by the teacher. During the teaching practice in the schools, continuous monitoring is done and feedback is provided by peers, Teacher Educators, School teachers and peers for improvement. Co-curricular Assembly Programs the Institution organized many programmes during morning assembly according to classified Houses in the supervision of House In charge and those activities help the students for participate and decentralizing management system. Some important activities organize in daily routine such as Special Day Celebration, Inspired Quotes, News, Yoga Practice etc.

The institute conducts its work through decentralization based administration. The entire management of the institute is done by Arya Kanya Vidyalaya Samiti, Dayanand Marg, Alwar. This properly edits this work by an executive committee. For effective editing in educational works, all the staff members in the college were given the above responsibility and distribution of works to the Principal. Several committees have been formed in the institute for academic and co-curricular activities till the session. In whose in-charge different lecturers have been made. An all these committees are monitored by IQAC Cell. From time to time, the progress and works of these committees are reviewed by the college principal. This shows the process of decentralization in the institution. Student teachers are also involved in the educational and co- curricular activities that take place in the institute. So that their working capacity can also be developed.

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

6.1.3

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

Response:

The financial arrangement in the college is done by the Management Committee. The financial arrangements for management work in the college are done by Arya Kanya Vidyalaya Samiti, Swami Dayanand Marg, Alwar. Educational administration work is conducted by the academic and non-teaching staff in the college. For this, the work distribution is shown to all the employees of the college. Due to which all the works are executed efficiently on decentralized basis. The participation of students in academic programs is ensured as per the requirement. In this way complete transparency is maintained in the working of the organization.

Arya Mahila Shikshak Prashikshan Mahavidyalaya, Malviya Nagar, Alwar is a private autonomous institution run by Arya Kanya Vidyalaya Samiti, Swami Dayanand Marg, Alwar. Being a private college, the arrangements for financial management in the college are done by the Management Committee, Arya Kanya Vidyalaya Samiti. The management committee, with immediate effect, approves that amount in its executive meeting and makes it available to the college immediately for the necessary amount in the items of expenses mentioned by the institute. Its Annual CA Report is also uploaded on the website of the college from time to time. The college has adequate number of employees for administrative work, who perform their administrative work with utmost efficiency. Arrangement of physical resources is also looked after by these administrative staff. All these employees present the progress report of their respective works to the Principal. So that there is transparency in their work. For academic work, the Principal has adopted a decentralized and transparent system by appointing in-charge for each and every work like micro-teaching, daily lesson plan, exam form checking, internal assessment exam, assignment work, open air session program etc. From time to time, student teachers are also involved in educational work. So that they can also become aware of the functioning of the institute.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

All-round development of the students in the college, many schemes are prepared and implemented. To make the teaching-learning process effective, micro-teaching skills practice programs are organized to build confidence in the students for teaching work. In the micro-teaching practice, the students are first provided information from the orientation program (micro-teaching skills) by the lecturers. After this, the students are divided into small groups and they are made to do micro-teaching plan practice. This is accomplished in the form of a micro-teaching cycle. Under which feedback is provided to the students by peers and supervisors. Trained in the six important this skill training is the foundation of the teacher training course. Through this program, the confidence of the students is developed in the teaching work.

The work in the college is done through an effective plan. This plan is made in the annual session. This plan is decided every year at the beginning of the session. A meeting is organized and all the educational and co-educational programs to be held throughout the year are listed. An annual plan is made by determining the possible outline, time date and all these programmes. Under this strategy, the outline of programs organized by various departments is also prepared. The college is committed for the all round development of the students. This many schemes are made and implemented in the college. The college lays special emphasis on the arrangement of teaching training works. Keeping in mind the circumstances arising out of Covid-19, classes were arranged for the student teachers through online medium during the lockdown period from the college. Some practical work was also done online. In this way, a comprehensive plan is made for the use of technology in the college. Along with this, their efficient implementation is also done. Working according to the prior plan, all the tasks can be edited effectively and the objectives can also be achieved properly. Necessary resources can also be supplied on time. In order to make the teaching-learning process effective, microteaching practice programs, daily teaching practice programs are organized for the development of self-confidence of the students. At the beginning of these programmes, they are first informed about this subject by the spokespersons through orientation programmes. These programs are divided into groups and done through practice. In this, teaching and fellow students also provide feedback motivation to the students. So that the students can learn the skills of teaching learning appropriately.

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

6.2.2

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

Response:

The organization conducts its work according to the rules. The rules which are determined by the University UGC/NCTE and State Government. The administrative arrangements of the institute are done by the Arya Kanya Vidyalaya Samiti registered by the state government. The working of the institute is done with full transparency according to the vision and mission of the institute. Lecturers are appointed according to the qualification prescribed in the institute. Lecturers are appointed by the process as per university rules. First of all, applications for vacant posts are sought in leading newspapers, after which the university is requested for the appointment panel. After coming to the panel appointed by the University, the interview of the available eligible candidates is conducted. After the interview, after unanimously selecting the candidates, the approved list is sent to the University after getting the signatures of the entire selection committee. Appointment letters are provided to the selected candidates. Fixed PF is given after the probation period. ESI facility is provided. Salary is disbursed by the institution through designated bank accounts. The functioning of the Institute is completely transparent, which is monitored efficiently by the Management Committee.

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: A. Any 6 or more 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

6.2.4

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

Response:

Many committees, clubs, cells have been established in the training college. These committees work smoothly throughout the session. Their meetings are organized from time to time and the decisions taken in them are implemented. Major committees include Admission Committee, Anti Ragging Committee, Internal Evaluation Committee, Disciplinary Committee, Problem Solving Committee, Workshop/Seminar/Seminar Committee, Publications Committee, Akshaya Patra Committee and Social Club in clubs, Women's Cell, Science Club, ELC (Electoral Literacy Club), Environment Club, Guidance and Consulting Cell, Art and Craft, Placement Cell etc. are operating. Various community programs and awareness related programs are organized through social clubs. Under the Women's Cell, programs for women's empowerment, legal awareness are organized. Scientific attitude and importance of science in daily life are told among the students by organizing science exhibition, quiz etc. by science club. Environmental awareness is made by the Environment Club by organizing tree plantation programs. Through electoral literacy Club, an awareness program is organized for voting in a democracy.

Various efforts are made to smoothly edit all types of works in the college. Many committees and clubs have been established in the college for efficient and effective editing of these works. These committees work smoothly till the session. In all these committees, effective responsibilities are assigned to the student teachers. The members of the committees are elected unanimously. Their executive committee is also formed with the consent of the members. Due to which programs are organized by these clubs and committees till the session. The meetings of these committees are organized from time to time. In which the outline of the programs to be held is prepared. Admission Committee, Anti-Ragging Committee, Internal Evaluation Committee, Disciplinary Committee, Problem Solving Committee, Workshop/Seminar/Symposium Committee, Publication Committee, Akshaya Patra Committee, etc., Social Club, Women's Cell, Science Club, Electoral Literacy Club, Environment Club. , Guidance and Counselling Cell, Art and Craft Cell, Placement Cell etc. are operational. Under the social club, programs related to awareness of various social problems vices and evils are organized. So that awareness can be created in the society. Women's upliftment, women's empowerment, legal awareness programs are organized under the Women's Cell. Women awareness programs are organized from time to time through various NGOs. In this special help of Sapna NGO is taken. Legal counselling camps are organized with the help of District Legal Services Authority. Science club organizes science exhibition, science quiz, etc. to inculcate scientific attitude among girl students and importance of science in daily life. The knowledge of science can be spread among the students. The awareness of environmental protection is increased by organizing plantation program by Environment Club. Through various programs organized by the Electoral Club, information is given to the girl students and the society on the importance and usefulness of voting. Programs are organized on major days, anniversaries etc. through the cultural club. So that awareness can come among students for the basic purpose of celebrating the life, ideals and days of great men. There is equal participation of students and teachers in all these programmes.

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Medical facilities are provided by the Institute under the Employees State Insurance Corporation (ESIC) for teaching and non-teaching staff under welfare measures. DL is provided to the employees as per requirement. Arya Kanya Vidyalaya Samiti organizes distribution of food material kit, distribution of clothes and blankets, Employees State Insurance Corporation (ESIC) health check-up camp, clothing and food & beverages on various occasions, free Ayurvedic medicine and medical test camps.

The Institute adopts and implements several welfare measures for the teaching and non-teaching staff effectively. The college organizes many programs according to the health needs of all its employees. Medical facilities are provided to the employees under the Employees' State Insurance Corporation (ESI). Paid leave is also provided to the employees as per requirement. The institute also contributes by participating in programs of national awareness. The Institute's Management Committee, Arya Kanya Vidyalaya Samiti, Dayanand Marg, Alwar also works from time to time for the convenience and welfare of the employees, in which all the employees get the benefit of the services of renowned doctors from the renowned hospitals of Delhi, Jaipur through medical facility receive. In this sequence, camps are also organized to check heart diseases. On the occasion of the birth centenary year of the founder Shri Chhotu Singh Arya, the samiti conducted free medical check-up of all the employees of the institute by Curewell Diagnostic Centre, Alwar. In which ECG, Cholesterol, EEG, BP, Sugar, Thyroid etc. tests were important. Ayurvedic and Homeopathy medical camp is also conducted free of cost on every Sunday by the institute. The institute is also committed to discharge its responsibility of protection towards the environment. The institute also distributed medicinal plants like Tulsi, Ashwagandha, Giloy, Kalmegh etc. to all the employees during the Covid-19 pandemic. So that employees can be aware of environmental protection. Havans are organized by the institute from time to time for environmental purification, increase in spirituality of the employees, propagation of culture among them. These Havan programs are performed collectively from 21 Kundiya to 151 Kundiya. From time to time, the institute also organizes programs like distribution of ration kit material, distribution of clothes and blankets, medical camp, distribution of food etc. In the pandemic of Covid-19, the institute distributed free N-95 masks, sanitizers etc. to its employees and also got them distributed to all the students and the society.

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

6.3.2

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

Response: 0

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

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

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: 0

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

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

File Description

Document

Data as per Data Template

[View Document](#)

6.3.4

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

Response: 22.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	12	4	0	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document

6.3.5

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

Response:

The Institute follows a performance appraisal system for teaching and non-teaching staff. Institute work evaluates the employee's performance through a work and behavioural assessment. In which three months are evaluated. This evaluation is done on the basis of work and behaviour.

This basis is as follows-

- 1.Intelligence
- 2.Exam Result
- 3.Loyalty to duty
- 4.Discipline
- 5.Behavioural skills
- 6.Regularity/Punctuality routine at work
- 7.Readiness
- 8.Sense of co-operation (with the management committee, with the officials, with the parents, with the peers, with the parent organization student, with the Arya Samaj, with the fellow teachers and non-teaching staff.

Each teaching and non-teaching staff is evaluated by the Principal of the institute. At the beginning of the session, the workload and charges are distributed to all the employees by the Principal. This evaluation work is done on the basis of the work of every three months. Some base have been set for this-

- 1.Intelligence
- 2.Exam result
- 3.Loyalty to duty
- 4.Discipline
- 5.Behavioral skills
- 6.Routine at work
- 7.Punctuality / Regularity
- 8.Readiness
- 9.Collaboration with female students
- 10.Collaboration with parents
- 11.Collaboration with fellow teachers and non-teaching staff / with the peers.

12. Co-operation with the authorities / officials.
13. Cooperation with the Management Committee
14. Cooperation with the parent organization Arya Samaj
15. All these components/basis are assessed according to a form. This assessment is done by the Principal in a fair and effective manner.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The Institution conducts audit regularly. The internal audit is done at college level for all the income and expenditure. All the records belonging to audit are maintained by the accountant while external audit is done by authorised chartered accountant once in financial year regularly.

The institute is an autonomous private institute. The accounts of the institution's financial functions, income and expenditure are kept by the accountant. The report of this financial expenditure is sent to the Management Committee. From time to time the accounts of income and expenditure of the Institute are checked by the accountants. External audit or checking of accounts is done by an authorized CA once in every financial year. Whose report is uploaded on the website of the institute?

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: 2097365.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
10486581	86.46807	73.25746	78.98403	7.763026

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

6.4.3

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

Response:

The institute is a private institute. Whose financial works and funds are managed by Arya Kanya Vidyalaya Samiti, Dayanand Marg, Alwar. The main source of income of the institute is the tuition fees of the students studying in the institute, which is determined by the PTET and the state government, which is managed by the Arya Kanya Vidyalaya Samiti. The cost of possible expenditure is prepared by the institution and presented to the committee. With the approval of the Management Committee, funds and resources are made available to the college for expenditure. Expenditure details for any type of resource are obtained by presenting it to the Arya Kanya Vidyalaya Samiti, Dayanand Marg, Alwar.

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:

IQAC was formed in the college in 2013. IQAC aims at continuous quality improvement and achieving academic excellence. This system adopts quality management strategies in all academic and administrative aspects. The IQAC of the college adopts a participatory approach in the management of all provisions, under which two meetings are necessarily held throughout the year. Under the chairmanship of the IQAC President (Principal), actions and decisions are taken after discussion on the points of view of the meeting. In the presence of the office bearers and members of the IQAC, instructions are given to the concerned in-charges for making strategy and planning for academic and administrative works, and by distributing various charges to all, they are instructed to form and hold regular meetings. The IQAC of the college strives for a better educational system. Various activities for the trainees, work with creative and creative thinking, admission process arrangement, effective teaching, use of ICT for learning, meeting the requirement of course related books in the library, practice of microteaching skills, teaching practice, professional teachers ready Accomplishment of necessary academic and practical works, making teacher education interesting and providing information about related other teaching factors which are helpful in making trainees better teachers, organizing prayer

programs to imbibe culture and values, By creating awareness about yoga and physical health, organizing activities to emphasize yoga practice, arranging music, reading room, library, sports activities in the time table, as well as basic computer information under EPC-3 ICT question paper To complete the course with practical and theoretical understanding, work is done in the laboratory.

The annual plan of the academic calendar is prepared at the beginning of the session. Along with conducting academic activities on time by IQAC, cultural and other co-curricular activities, different types of activities to focus on social problems, national level issues, problems, various festivals, programs of national importance, high Programs and activities are also organized from time to time as directed by the institutes of education like UGC, NCTE, Ministry of Education, MHRD, Commissioner ate under State Education, Directorate of State University (RRBMU) Education. All these programs are conducted with a purpose. The trainees of the college actively participate in all these activities and make them successful.

Keeping the girl students active, to develop a competitive attitude in the current competitive era, various types of intellectual competitions and activities are organized by the IQAC of the college, including science quiz, general knowledge quiz, debate, essay, speech, poetry recitation. Activities like speech, impromptu speech. Anchoring & stage management etc. are organized. In this sequence, distribution of assignments (compulsory and teaching subject question paper) under internal assessment in the college is implemented with purposeful, concise, illustrated, reference list. The internal assessment test serves as a preliminary preparation for the university examination. Feedback is taken of the college's activities, reforms are implemented after analysis. In this way IQAC of the college takes steps with meaningful initiative to achieve its objective quality continuous improvement and academic excellence.

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

6.5.2

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

Response:

The institution reviews its teaching learning process periodically. The students in active learning by providing them various resources of learning like library, individual projects, peer teaching, practice teaching discussion etc.

The college has two year B.Ed. No specific mechanism has been created for the review of teaching-learning process for the course. On the basis of the report of conducting the course by the lecturer teach B.Ed. question papers, the question paper teaching subject is changed after receiving feedback from the

students on how successful the teaching process is by the lecturer, by mutual discussion. Teaching work is also given on the basis of the ability of the teacher. The lecturers themselves also teach the subject according to their interest and ability. Those who are given place by adjusting in the time table. Action is taken after regular meeting and discussion of the IQAC constituted in the college, in which various committees are formed, regular meetings, feedback collection, analysis and improvement improve the teaching-learning process. For teacher training of B.Ed. first and second year trainees, micro-teaching skills, daily practice teaching, teaching critical lessons, preparing teaching aids, demonstrating them, instructions for assignment explanation and writing, reviewing instructions on the basis of internal assessment, etc. are part of educational activities. The teaching process is made effective by teaching training begins with micro lesson exercises of micro teaching skills to the trainees. Micro teaching is trained through the practice of teaching skills under the teaching subject after being explained through orientation program. In this, the observing lecturer, fellow trainees also give feedback and the subtle lesson is presented again with correction.

Similarly, 20 lesson units of daily lesson plan practice are conducted along with practicals. This is started by the spokesperson giving instructions from the demo lesson. The lessons given by the trainee are observed, examined by the lecturers of the college, in which the examination points are written. On the basis of these, improvement is made in the teaching-learning process of the trainees by reviewing them. The trainee's lesson practice is checked by the examination of the critique lesson. In the daily lesson planning exercise itself, teaching aids are created for the relevant topic, which the trainees do to make their teaching process effective. Teaching aids are trained to make the teaching of each subject comprehensible, appropriate and relevant to the topic. The result of the review done in micro-teaching and daily lesson plan is seen in the examination of critical lesson plan and annual lesson plan (practical examination). Trainees should present the compulsory and teaching subject question papers along with making them qualitative, for this they are distributed to the trainees keeping in mind the university syllabus, taken in writing from the lecturer and submitted. After examining and reviewing the answer sheet in the internal assessment examination, the B.Ed. trainees are collectively told about the necessary precautions and methods of writing in the examination. Along with introduction to psychology test, practical administration class is taken; under the curriculum review and improvement committee.

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

6.5.3

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

Response: 40.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
54	20	6	66	55

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: C. Any 2 of the above

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

6.5.5

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

Response:

During the B.Ed. training program, various types of co-curricular activities related to social problems (awareness rally, Nukkad Natak, Short plays, survey, and social service) programs were organized. The institute has also made incremental improvements during the last five years in the academic and administrative areas of its functioning through quality assurance initiatives. In which the first incremental improvement has been done through various activities for social awareness, community awareness, women awareness, legal awareness, voter awareness, cleanliness, awareness programme related to social problems, social services survey, awareness rally etc. Under these incremental reforms, awareness programs were organized in various ways, in which awareness was created by conducting rallies on environmental problems, removing polythene, giving the message of saving the environment, skits and street plays, and surveying the localities. Drug de-addiction, dowry system, save daughter, female feticide, literacy, water is life, misuse of mobile, old age care, generation gap, trap of hypocrisy and ostentation, female literacy, gender sensitivity, gender discrimination, respect for eunuchs, Awareness programs were organized in different forms on issues like acid attack, women exploitation, remove plastic, save environment, water conservation etc. Various activities for women and the community were also organized by the Women's Cell and Social Club in the college. In which legal awareness sessions were organized, gender discrimination, women's act, laws, domestic violence law, along with information about PCPNDT Act, dramatic adaptation was also presented and awareness was created through this. Various activities of social service by the social club in which the helpless and poor people were served through distribution of clothes and food, distribution of blankets etc. Dry food items were also distributed on various occasions. Voting is essential in a democracy. Awareness rally of Voting Mahadan, electoral literacy club was formed and the importance of voting was explained. For this, polling slogans and other programs were also organized.

Under the second incremental improvement, during the Covid-19 pandemic, the college kept the B.Ed. trainees in constant touch through online mode. For this, during the Covid-19 epidemic, the teaching process was conducted online on Google Meet and Zoom app. In which the teaching system of all the question papers was online. As long as the orders of higher education institutions and the state government were in online mode, they were followed literally. The evaluation test (internal) was also conducted online. Messages were also put out to make people aware about Covid-19 sanitization, cleanliness and rescue instructions through online medium, what's app group, Facebook-AMTTC etc. In this sequence, online lecture series was organized in which new and useful information was provided on important topics by educationists from various universities. Similarly on 02 October the online programme was conducted by the college lecturers. Seminar was organized on hybrid mode by the institute to know the status of acceptance of changes along with broad objectives and implementation time in its various fields. Seminar topic is "National Education Policy 2020 a timely change". In this, apart from giving important information by subject experts from highly recognized educational institutions, the researchers also presented their research papers. In this seminar, along with the college staff, the trainees also took advantage of the information of NEP 2020. Women's awareness program was organized in the online program itself and information like raising voice against, women's laws, domestic violence, and exploitation was provided to the trainees along with online awareness.

Arya kanya vidyalaya samiti also organized various types of competitions like essay, poster, rangoli programme on online mode to keep the students active and awarded them.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The Institute is fully aware of the spirit of energy conservation. The Institute meets its energy requirements alternatively. For this, the College Management Committee has installed Grid Connected Roof Top and Small Solar Photovoltaic System (SSPVS) solar power plant to meet the electricity needs of the college. Its capacity is 25 KW power generation. The power generated from this solar panel is supplied to Jaipur Vidyut Vitran Nigam Limited. From there that energy is again received in the college building. This solar plant was installed by the institute in the year Sept. 2018 this led to energy based on coals. Energy conservation is done by reducing the consumption of electricity and pollution is also reduced.

File Description	Document
Institution energy policy document	View Document

7.1.2

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

Response:

The Institute has no declared policy and procedure for implementation of waste management. The institute follows traditional methods for waste management. For this, cleaning staff is appointed in the college. Garbage bins are kept in every room of the college and arrangements for cleanliness have been made for essential facilities (men and women). There are dustbins placed on every floor of the college. Rooms have been distributed to class IV employees for cleaning arrangements. Every possible effort is made to keep the college campus clean and beautiful and the environment of the college campus is kept clean.

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: E. None of the above

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: E. None of the above

7.1.5

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

Response:

The following are the efforts of the organization in the direction of providing cleanliness, Sanitation green cover and pollution free healthy environment-

1. Havan (Yagya) for Environment cleanness.
2. Energy conservation program on water harvesting.
3. Plantation in rainy season.
4. Smoke and Tobacco free Campus.
5. Campus cleanness.
6. Campus Sanatization

The organization makes many efforts towards providing cleanliness, green cover and pollution free healthy environment. In which environmental purification through Yagya (havan), water conservation, tree plantation program during rainy season, continuous maintenance of cleanliness in the campus, environment of campus free from tobacco and smoking, sanitization of entire campus during Covid-19 epidemic, mask was done. Compulsory, Covid-19 vaccination was made compulsory (all trainees and staff employees) and their vaccination certificates were taken.

Many public welfare programs have been organized from time to time in the college for

environmental awareness. In which awareness rally for marathon run, cycling and Covid-19 pandemic for environment, message of planting trees by planting saplings was propagated. Plantation program is organized at least thrice in a year. The importance of cleanliness and the role of environment are explained to the trainees by conducting Shramdaan, cleanliness and tree plantation in the open air session program. Dustbins have been arranged for waste in each room and at necessary places. Along with keeping the water system correct, there is a water cooler arrangement for the availability of pure water and the cleaning of the water tank is done in a continuous period of time. The institute follows eco-friendly efforts. Along with adopting them, necessary action is also taken from time to time. Positive efforts to sensitize the environment are made through havan (sacrifice) on most occasions, awareness programs like rallies; street plays (giving the message of using cloth bags in place of plastic).

Sanitizer was also used by every visitor and employee present in the college with the warning of continuous hygiene instructions to protect it from the Covid-19 epidemic. The 'Do Gaj Ki Doori Mask Hai Zaroori' campaign was kept in constant memory through awareness programs, rangoli, painting, marathon cycle tour, distribution of medicinal plants. By allotting work among the students for the maintenance of trees and plants in the campus, they are ready to maintain the green cover according to the house (in group) for watering the pots and plants, trees. The trainees also do these works with interest. This tells the purity of the environment and attachment to trees. The college encourages the use of cycles/e-vehicles to promote green initiatives. Friendly roads and ramps and parking roads have also been made for walking in the campus. The use of plastic polythene is minimized in the campus.

The vehicle campus of the college is full of trees and plants and is free from pollution with green prosperity. Sports activities are conducted in the college grounds. Where green prosperity keeps the atmosphere cheerful. The college campus exhibits green landscaping with trees and plants.

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

7.1.6

Institution is committed to encourage green practices that include:

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

Response: D. Any 1 or 2 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Circulars and relevant policy papers for the claims made	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

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

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

File Description	Document
Data as per Data Template	View Document

7.1.8

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

Response:

To keep the campus green for the local environment, the college does, hawan, plantation work with the help of the students. With this, environmental purity and love for trees have to be told. In this, to know the local knowledge and resources, during the open-air session program by the college, survey on social issues in community participation and distribution of material at necessary places is also done. From time to time, the college organizes short dramas, legal awareness programs, debates, speeches and essay competitions to make them aware of the evil practices spread in the society. The college also provides information from time to time about the challenges faced at different levels as per the requirement. The college does plantation work with the help of students to keep the campus green for the local environment. The college displays sensitivity towards climate change and environmental issues.

In B.Ed. training, students also come from nearby rural areas. Keeping in mind their problems, their cooperation is also extended in the work. Keeping in mind the geographical location, programs and activities are conducted keeping in mind the physical environment as well. Along with being female candidates, keeping their conditions and circumstances in an honourable perspective, keeping human values in mind, they are supported in relation to the lack of resources to go to the field related to their training work.

The college has ramps and facilities for the disabled. Along with all the requirements of the teaching profession, regular practice, teaching work, emphasis on learning, attendance in examinations, compulsory presence in practical and theory work, along with professional ethics are emphasized to be fulfilled.

Organization of different types of activities related to social issues, social problems, issues, global issues, political issues, skit, legal awareness, women empowerment program, awareness rally, street play, debate, survey speech, essay writing, poetry Organizes lessons, discussion sessions, health yoga workshops, gender sensitization activities, online mode programs etc. Due to which their expression gets a place and platform. Personality also improves. For creative writing, B.Ed. trainees are taken for their original writing, poem, story, essay composition, article etc. for publication in the college's annual magazine 'Vedagrani'. This creativity of the students.

There are many challenges in related to teaching, in relation to the entry of teacher education in the context of trainee in teacher training. Out of which women trainees face family background and its problems, family and personal problems, lack of interest in training, problems of going to internship, domestic problems and other challenges at various levels. In order to face such challenges and deal with them, the Women's Cell organizes related activities as per the need and keeping in view the opportunities from time to time. In which legal awareness camps, organizing sessions, empowerment programs, problem solving instructions, personal guidance and counselling, women's problem counselling, preparation to deal with unemployment in competition and competition era, exam preparation, to deal with stress and pressure situation, Necessary counselling classes are organized to maintain physical & mental health.

File Description	Document
Documentary evidence in support of the claim	View Document
Any 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: E. None of the above

7.2 Best Practices

7.2.1

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

Response:

Women cell Activity

1. Legal Awareness for Gender Activity Session by Zila Vidhik Seva Pradhikaran Alwar. (Online Programme)
2. Short drama on women empowerment.
3. Celebrate International women day on 08th March 2022.
4. Celebrate Balika divas on 24th January 2022.
5. Rangoli Competition on women empowerment.
6. Short drama on Gender Sensitivity.
7. Literary activity on women empowerment.

Social Club Activity

1. Freedom Fighter Sh. Chotu Singh Arya Birth Century Year 5 Days Programme by Arya Kanya Vidyalaya Samiti. (01 to 11 August 2021)
2. Medicinal Plants Distribution by Arya Kanya Vidyalaya Samiti.
3. Food Distribution for REET Exam Candidate by Arya Kanya Vidyalaya Samiti.
4. Online Programme on Nai Talim (02 October).
5. Dengu awareness Programme.
6. Pan India Awareness and Outreach Campaign.
7. Freedom Fighter Sh. Chotu Singh Arya Birth Century Year 5 Days Programme by Arya Kanya Vidyalaya Samiti. (23 to 27 February 2022)
8. 31 Kundiya Maha Yagya on Swami Dayanand Saraswati 198th Jayanti by Arya Kanya Vidyalaya Samiti. (05 to 12 August 2022)
9. Rog Nidhan Shivir 132th by Arya Kanya Vidyalaya Samiti.
10. Freedom Fighter Sh. Chotu Singh Arya Birth Century Year 5 Days Programme by Arya Kanya Vidyalaya Samiti. (23 to 27 February)
11. ESIC Health Check-up Camp.

The institute organizes Havan from time to time. Once a year, on the birth anniversary of Maharishi Dayanand Saraswati, group havans are organized in 151 Kundiya, 101 Kundiya, 51 Kundiya etc. This helps in the revival of Vedic culture and also purifies the environment. The institute also plays a leading role in charity work. In emergency, ration kit distribution, blanket distribution, mask and sanitizer distribution, fruit distribution etc. are also done. Disease diagnosis camps and medicine distribution are

also organized on various occasions.

Another feature is the open-air session program organized by the institute every year for the first year B.Ed. This program is generally conducted as a 10 day program. Shramdaan is done in the beginning of this program which is organized in groups. Due to this, the development of group spirit and awareness of cleanliness develops in the students. Saplings are planted in this after Shramdaan. Due to which environmental protection is promoted. Many sports competitions (cricket, basketball, kho-kho, musical chair, badminton, race, etc.) are organized for physical development. Debate competition, extempore speech competition, and essay competition to promote intellectual development. , Quizzes etc. are organized. To promote creativity, the creativity of girl students is promoted by making useful items from useless items. The feeling of beautification is promoted by room decoration. Efforts are made to bring out the hidden talents of the girl students through competitions like action song, solo singing, group singing, poetry recitation etc. Overall, this open air session program tries to develop each and every aspect of personality. Through this program, the feeling of sociability is also increased in the girl students. For this, various rallies, street plays, short plays on social problems are staged. So that this program fulfills its objectives of all round development of students.

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

Institution distinctive to impart social and moral values programmes like Havan, Sandhya and various social issues participation. Institute encourages and fulfils the needs of students by providing latest educational facilities for qualitative teacher education and inculcate moral and ethical values, we focus on academic excellence and regularity and various programs are organized for the promotion of Vedic publicity.

All the activities of the college are also done keeping in mind its purpose. The institute follows Vedic culture and thoughts. For this, various programs are organized from time to time, in which glimpses of Vedic culture are clearly visible. In all the programs organized under the aegis of Arya Kanya Vidyalaya Samiti, there is maximum participation of the employees, staff and students of all the institutes of the Samiti. Any work, celebration is started with Havan and Sandhya for mental, physical and environmental purification. Chanting of mantras spreads positivity in the environment. Accepting the principles of Maharishi Dayanand Saraswati wholeheartedly, the institute is continuously making efforts for the propagation of Vedic ideas. Education is not just bookish knowledge, but its practical form should

be reflected in the society, for the same purpose, it should be reflected in the Vedic society in the present era, for the same purpose, in the present era, awakening of Vedic rituals, accepting them through mind, words and deeds and considering human service as a religion.

The daily training of the trainees starts with the prayer activities in the programs of the college. Vedic Evening, Prayer, Havan (Yagya), Current Affairs, Motivational Context General Knowledge Questions, Festivals, Jubilee, Legends Day, Moral Knowledge, Festivals, Yoga Practice, Prayer with National Song, National Anthem, Gayatri Mantra, Shanti Path etc. The musical presentation of Sandhya, Ish Vandana, and motivational song is very interesting and enjoyable; the trainees from the House conduct these activities. Along with all these various cultural programs are organized from time to time. In which all the trainees participate. The thoughts of Arya preachers are inspiring with the 151, 101, 51 Kundiya Yagya Havan to be held on the birthday of Pujya Maharishi Dayanand Saraswati.

The college also organized various awareness programs during the Covid-19 pandemic.

Keeping women education paramount, various awareness activities organize. Similarly, various issues prevalent in the society, national disaster, global issues, water conservation, energy conservation, environmental protection, plastic pollution, environmental pollution, cleanliness and health, old age, importance of yoga in human life, need for physical exercise, diet and health, Misuse of Mobile, Generation Gap, Sacrifice of Patriots, Tribute to Martyrs, Patriotism of Soldiers, Story of Heroines, Ek Bharat Shreshtha Bharat, Cultural Diversity, Various types of programs like Nukkad Natak, Rally skit, Poem, Fancy dress, Speech, Essay Makes the community aware through room decoration, beautification programs, posters and painting, rangoli, debates, intellectual activities, literary, and cultural programs. All these programmes, activities force the society to think about the educational message and lead them to take new initiatives. In this way, the organization is lighting the flame of education with service religion, while benefiting the community, social service for women education and upliftment, awakening of Vedic culture, creation of Arya best human beings.

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

5. CONCLUSION

Additional Information :

The Institute are fully determined to provide training for the two-year B.Ed. Course by following the university syllabus. The B.Ed. trainees experience and socialize the practical aspects of the course themselves. For this, the trainees are being given regular training along with telling them about their weaknesses and how to improve them. With the arrival of the pandemic in the world, the crisis of disaster on all mankind deepened. In such a situation there is an uncertainty for the teachers, administrators, parents, administrators, and education in the whole world. In such a situation, the concept of virtual mode to bring it to fruition, online education it was started. At such a time, our institute also continued the teaching of training methods through online teaching. For this, programs were broadcasted using web-cam. Awareness programs were promoted in which nukkad natak rallies, short drama, surveys; women's awareness programs, legal awareness programs etc. were organized more and more.

Community work - survey, disease diagnosis camp, Covid-19 Vaccination, awareness through street plays, rally, online instructions etc.

Action research and projects Getting B.Ed. trainees to do. (The work of functional research during the teaching work in the allotted schools during the internship).

Conducting psychological tests regularly.

Book bank was started in the library and publicity was given.

Teaching aids - exhibition, language aids were displayed. Art & craft exhibition is being organized continuously every year. Celebration of national and other festivals anniversaries, competitions & cultural programs to enjoy & give them practical knowledge. Yoga practice, physical exercise, activity based classes, music, library (reading room), games, computer were organised regularly.

Concluding Remarks :

Arya Mahila Shikshak Prashikshan Mahavidyalaya, Malviya Nagar, Alwar college is located in the Urban Area. The college is rich in its resources with a huge area of 14961.05 SQ. Mt. The building of the institution is a lively example of good architecture. The campus of the institution is beautified with lush green lawns. The college has always nourished dreams to promote new systems and has been imparting education through latest educational techniques to its students to fulfil the cause of human and social welfare and development.

The faculty members are well qualified experienced, enthusiastic and sincere towards their profession always ready to learn how to chisel out the best among their student teachers. The teacher educators themselves use and encourage the student teachers to use the ICT in their classroom teaching to meet the emerging needs and problems of the school education global context. The institutions encourages and sponsors the teachers as well as student teachers for participation in professional development programs, seminar, conference and work shop and inter-college's competition of academic and co-curricular activities respectively.

During the covid-19 pandemic the institute has started online education for B.Ed. trainees through web

cam (Google meet, Zoom App) so that all the trainees get benefited and can continue their education sitting at home. Along with this various types of awareness programs and instructions to precaution for covid-19 virus were also continued through social media and on-line mode (What's App group, Facebook, Google meet, Zoom App etc.)

The board of governors academic and administrative bodies, various committees of the institution and the students of all SADAN (House) and tutorials, competition Exam preparation class (REET), Work doing efforts whole heartedly for realizing this mammoth ambition, so Focus of the institution is at creating and sustaining the environment which prospective teacher will develop an attitude for teaching scientific and teaching learning skills.

This is being done near under visionary leadership of president, principal with competent and committed faculty in team. The member of management committee are well educated, Socially responsible visionary, supportive and humble human being strongly determined and dedicated to the cause of social welfare through providing quality teacher education.

The meaning education is not only bookish knowledge, but its practical form should be reflected in the society, for the same purpose , in order to awaken Vedic culture in the present era of depravity, various co-educational activities are organized for the benefit of the society, considering human service as a religion.

Through mind, word and deed are done. There is a system of training for the teaching of Sanskrit, Hindi, English, History, Civics, Social Studies, Geography, Economics, Mathematics, Chemistry, General Science, Commerce, Accountancy subjects. Apart from this, there is an arrangement for study of specialization question papers. Admission is done on the basis is of competitive examination Pre Teacher Education Test (PTET) Organized by the state's University. At present in has intake capacity of 150 Seats in B Ed Course.

Along with its fixed training program, the college efforts towards the progress of education have also been its specialty. All the girl Students studying here are motivated to live a simple life, have high thoughts and contribute to nation building by becoming successful ideal citizens by developing personality.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.1.3	<p>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : As clos and plos are not provided of course and programs input id edited according to it .</p>																																								
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>12</td> <td>12</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>13</td> <td>13</td> <td>13</td> <td>13</td> </tr> </tbody> </table> <p>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:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>12</td> <td>12</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>13</td> <td>13</td> <td>13</td> <td>13</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	12	12	12	12	12	2022-23	2021-22	2020-21	2019-20	2018-19	13	13	13	13	13	2022-23	2021-22	2020-21	2019-20	2018-19	12	12	12	12	12	2022-23	2021-22	2020-21	2019-20	2018-19	13	13	13	13	13
2022-23	2021-22	2020-21	2019-20	2018-19																																					
12	12	12	12	12																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
13	13	13	13	13																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
12	12	12	12	12																																					
2022-23	2021-22	2020-21	2019-20	2018-19																																					
13	13	13	13	13																																					

1.2.4	<p>Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through</p> <ol style="list-style-type: none"> 1. Provision in the Time Table 2. Facilities in the Library 3. Computer lab facilities 4. Academic Advice/Guidance <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: E. None of the above Remark : Input is edited as per clarification statement .</p>																				
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years.. Answer before DVV Verification:</p> <table border="1" data-bbox="304 909 1046 1043"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>114</td> <td>116</td> <td>115</td> <td>111</td> <td>125</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1122 1046 1256"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>75</td> <td>75</td> <td>75</td> <td>75</td> <td>55</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	114	116	115	111	125	2022-23	2021-22	2020-21	2019-20	2018-19	75	75	75	75	55
2022-23	2021-22	2020-21	2019-20	2018-19																	
114	116	115	111	125																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
75	75	75	75	55																	
2.1.3	<p>Percentage of students enrolled from EWS and Divyangjan categories during last five years</p> <p>2.1.3.1. Number of students enrolled from EWS and Divyangjan categories during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1496 1046 1630"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>15</td> <td>16</td> <td>4</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1709 1046 1843"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input is edited from clarification documents as the HEI has not provided certificates .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	19	15	16	4	0	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
19	15	16	4	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
2.2.2	<p>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</p>																				

	<ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : Input is edited from clarification documents as only 1,2,3 point have been provided .</p>
2.2.3	<p>There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students</p> <p>Answer before DVV Verification : As an institutionalized activity in accordance with learner needs Answer After DVV Verification: No Special effort put forth in accordance with learner needs Remark : Input is edited as lack of documents</p>
2.3.3	<p>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..</p> <p>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</p> <p>Answer before DVV Verification : 138 Answer after DVV Verification: 00</p> <p>Remark : As the LMS link is not provided input is edited according to it.</p>
2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: E. None of the above</p>

Remark : As the documents are irrelevant.

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 : B. Any 6 or 7 of the above

Answer After DVV Verification: D. Any 2 or 3 of the above

Remark : Input is edited from clarification documents .

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 : C. Any 4 or 5 of the above

Answer After DVV Verification: E. Any 1 or none of the above

Remark : only lesson planning Individualized Education Plans (IEP) is provided input is edited

	according to it .
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input is edited from clarification documents .</p>
2.4.9	<p>Average number of students attached to each school for internship during the last completed academic year</p> <p>2.4.9.1. Number of schools selected for internship during the last completed academic year Answer before DVV Verification : 115 Answer after DVV Verification: 1</p> <p>Remark : as mere list is not sufficient to support the claim input is edited ,acoordig to it .</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : Input is edited from clarification documents .</p>
2.4.13	<p>Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 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

	<p>Answer before DVV Verification : D. Any 1 or 2 of the above Answer After DVV Verification: E. None of the above Remark : Input is edited from supporting documents .</p>										
2.5.3	<p>Average teaching experience of full time teachers for the last completed academic year.</p> <p>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year Answer before DVV Verification : 18 Answer after DVV Verification: 135</p>										
2.7.4	<p>Performance of outgoing students in internal assessment</p> <p>2.7.4.1. Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year Answer before DVV Verification : 137 Answer after DVV Verification: 11</p> <p>Remark : Input is edited from data template.</p>										
3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : C. Any 2 of the above Answer After DVV Verification: E. None of the above Remark : Input is edited from data template as the provided proof is in 2013-24 year.</p>										
3.2.1	<p>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</p> <p>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:</p> <table border="1" data-bbox="304 1865 1046 2000"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>2</td> <td>4</td> <td>5</td> <td>9</td> <td>2</td> </tr> </table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	2	4	5	9	2
2022-23	2021-22	2020-21	2019-20	2018-19							
2	4	5	9	2							

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2	0	0

Remark : Input edited from supporting documents.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
2	4	5	9	2

Answer After DVV Verification :

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

Remark : Input is edited from clarification documents .

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:

2022-23	2021-22	2020-21	2019-20	2018-19
54	49	28	68	55

Answer After DVV Verification :

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

Remark : Input is edited from

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:

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

144	138	145	140	140
-----	-----	-----	-----	-----

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
120	00	00	00	00

Remark : Input is edited from 3.3 1 metric.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
9	0	1	0	0

Answer After DVV Verification :

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

Remark : Input is edited as per sop .

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 : 3

Answer after DVV Verification: 0

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

Answer before DVV Verification : 38

Answer after DVV Verification: 2

Remark : Input is edited from supporting documents .

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:

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

38040	32143	54117	64783	99567
-------	-------	-------	-------	-------

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
.38040	.32143	.54117	.64783	.99567

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:

2022-23	2021-22	2020-21	2019-20	2018-19
16229	19873	33928	17584	16677

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
.16229	.19873	.33928	.17584	.16677

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:

2022-23	2021-22	2020-21	2019-20	2018-19
1094889.10	1036727	682373.45	648648.77	640840.99

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10.26	9.84	6.43	5.95	5.56

Remark : Input is edited excluding electric and library charges.

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**

	<p>training</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : C. Any 2 or 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input is edited from supporting documents .</p>
5.1.2	<p>Available student support facilities in the institution are:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: E. Any 4 or less of the above Remark : Inuit is edited from photographs.</p>
5.1.3	<p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 or 4 of the above Remark : Input is edited from data template links .</p>
5.1.4	<p>Institution provides additional support to needy students in several ways such as:</p> <ol style="list-style-type: none"> 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 : C. Any 2 of the above

Answer After DVV Verification: D. Any 1 of the above

Remark : Point 4 is only justify by the clarification documents .

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:

2022-23	2021-22	2020-21	2019-20	2018-19
150	149	150	145	149

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	29	16	54	32

Remark : Input is edited from data template as well as supporting documents .

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:

2022-23	2021-22	2020-21	2019-20	2018-19
2	12	4	0	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	12	4	0	0

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)**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1048658 1	8646807	7325746	7898403	7763026

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1048658 1	86.46807	73.25746	78.98403	7.763026

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: D. Any 1 or 2 of the above

Remark : Input is edited from photograph.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>150</td> <td>149</td> <td>150</td> <td>145</td> <td>149</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	150	149	150	145	149	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
150	149	150	145	149																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

2022-23	2021-22	2020-21	2019-20	2018-19
294	287	295	285	289

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:

2022-23	2021-22	2020-21	2019-20	2018-19
132	131	131	114	125

Answer After DVV Verification:

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
144	138	145	140	140

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
137	138	140	140	127

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	19	19	18	18

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16

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

Answer before DVV Verification:

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

Answer After DVV Verification:

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

16	16	16	16	16
----	----	----	----	----

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1132929.10	1068870	736490.45	713431.77	740407.99

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
53.59	43.07	36.77	69.96	31.41