YEARLY STATUS REPORT - 2021-2022

Part A	
Data of the Institution	
1.Name of the Institution	**Rajasthan Mahila Teachers Training College, Udaipur**
• Name of the Head of the institution	**Prof. Prabha Vajpeyee**
• Designation	**Principal**
• Does the institution function from its own campus?	**Yes**
• Alternate phone No.	**02942523338**
• Mobile No:	**9414157007**
• Registered e-mail ID (Principal)	**rmttc11@gmail.com**
• Alternate Email ID	**rmttcudaipur@gmail.com**
• Address	**Gyan Marg, Near Gulab Bagh, Udaipur**
• City/Town	**Udaipur**
• State/UT	**Rajasthan**
• Pin Code	**313001**
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	**Women**

• Location	**Urban**
• Financial Status	**UGC 2f and 12(B)**
• Name of the Affiliating University	**Mohan Lal Sukhadia University, Udaipur**
• Name of the IQAC Co-ordinator/Director	**Mrs. Ankur Kapoor Tuli**
• Phone No.	**02942523338**
• Alternate phone No.(IQAC)	**8209588810**
• Mobile (IQAC)	**9828241823**
• IQAC e-mail address	**rmttcdoc@gmail.com**
• Alternate e-mail address (IQAC)	**rmttc11@gmail.com**
3.Website address	https://www.rmttc.com
• Web-link of the AQAR: (Previous Academic Year)	
4.Whether Academic Calendar prepared during the year?	**Yes**
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.rmttc.com/wp-content/uploads/2024/09/calendar21-22_compressed.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.82**	**2015**	**15/11/2015**	**14/11/2020**

6.Date of Establishment of IQAC	**09/07/2012**

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

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	**NIL**	**NIL**	**Nil**	**NIL**

8.Whether composition of IQAC as per latest NAAC guidelines	Yes	
• Upload latest notification of formation of IQAC	View File	
9.No. of IQAC meetings held during the year	2	
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes	
• (Please upload, minutes of meetings and action taken report)	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
• If yes, mention the amount		

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

1.Successful Implementation of online activities (due to COVID-19) 2. Purchase of ICT Equipments. 3.Enriching Sports facilities through purchase of equipments. 4. Infrastructural development-maintenance of Parking Shade

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

Plan of Action	Achievements/Outcomes
1. Purchase of ICT Equipments. 2.Online Curricular activities	An OHP of rs.7434/- purchased on 19.01.22 Activities conducted online: ? Pre Internship Programme ? SUPW Camp ? Art and Drama Practical ? Final Lessons

13.Whether the AQAR was placed before statutory body?	No
• Name of the statutory body	

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

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2021-22	10/12/2022

15.Multidisciplinary / interdisciplinary

Rajasthan Mahila Teachers Training College vision is to be nationally recognized Teacher Education Institution for providing quality teacher education which would prepare professionally competent and socially responsible teachers to the nation. The college offers and follows curricula offered by the Mohan Lal Sukhadia University, Udaipur. The college at present is offering two year degree in Bachelor of Education (B.Ed.) and Master's in Education (M.Ed.). The Institution offers flexible and innovative curriculum that promotes activities in the area of community engagement and services, environmental education and value based courses towards the attainment of a holistic and multi-disciplinary education. NEP implemented from 2022-23 ensures multi-disciplinary and value based approaches. The Institution plans to engage in research endeavors to find solution to societies most pressing issues and challenges in the field of education as well. Being an affiliated college, the institution has little scope of designing flexible programmes which provides flexibility to its students in terms of choosing value added courses, the time table is thus arranged accordingly. Students are given ample oppurtunities to engage in community services. Extension and outreach programmes aiming at the holistic development of the students are frequently arranged. Teachers are encouraged to participate in various Faculty development Programmes, Seminars and conferences that are multi-displinary in nature.

16.Academic bank of credits (ABC):

The University Grant Commission (UGC) issued the Regulations, 2021. For the establishment and operation of the Academic Bank of credits in Higher education. The Academic Bank of credit is a transformative concept that aims to provide students with more flexibility in their education. It operates on a credit-based system, allowing student to accommodate academic credits that can be transferred and recognised by various institution. The innovative approach empowers students

and assists institutions in meeting the evolving quality standards set by NAAC. Academic Bank of Credit (ABC) allows students to choose courses from different institution fostering dynamic learning experiences. The credit system enable the seamless transfer of credits earned by the students. NAAC values the ease with which students can move between institutions while retaining the value of their earned credits. Academic Bank of Credit (ABC) acknowledge and value prior learning experiences. This recognition is aligning with NAAC's appreciation for institutions catering to their students diverse educational backgrounds. Academic Bank of Credit (ABC) promotes lifelong learning, which is a key aspect of NAAC's vision for institutions. Encouraging students to continuously update their skills and knowledge reflects positively on an institution's accreditation process.

17.Skill development:

The B.Ed. and M.Ed. curriculum offered by RMTT College helps the students to realize their hidden talents, develop organizing skills, improve their teaching skills and competencies, get familiarize with ICT Tools, learn yoga, of Arts & Craft, Skill of theatre arts, develop research skills, enhance their confidence, appreciate cultural diversities, grow faith and values, build in confidence and thus get transformed into professionals with humanities, ethical, constitutional and universal human values of truth righteous conduct, peace, love, non-violence, scientific temper, citizenship,values and also life skills etc. The following programs are organized for the same. Daily prayer and Morning Assembly Training in value added courses and ICT integrated classes Microteaching session, demonstration and criticism classes. TLM and ICT workshops Training in Yoga Workshops on professional writing and communication skills. Organization of sports and cultural events. Five day SUPW/Open Air camp Participation in extension and outreach activities. Organization of Field Trip

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

The student teachers and teacher educators at RMTTC follow the curriculum prescribed by MLSU. As per the curriculum, the students get familiarized in Indian Knowledge system through their course "Contemporary India and Education." Through this course, the student teachers get familiarized in educational heritage of India with special reference to Vedic, Buddhist and Medieval Periods, Significance of Bhagwat Gita and Upanishad in maintaining world peace and sustainable development, Indian constitution, multi culturalism, Education commissions in India and recent trends in

education. Through the course 'knowledge and Curriculum', the students are familiarized with Indian School of Philosophy, Indian Philosopher, Nationalism, Universalism, Secularism, contribution of social reformers, traditional Indian & constitutional values. Through the celebration of important days and festivals, the various cultural programmes promote love & appreciation for Indian culture. By way of taking lessons on cultural heritage of India, visit to historical places during field trips etc. also contribute to integration of knowledge.

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

RMTT college bases its education students outcome and approach to education that is student centered and concentrates on reaching particular learning outcomes that arrives from instructions known as Outcome Based Education in HEI'S. The primary goal of teaching -learning process in RMTT college includes helping students develop conceptual clarity, boosting their confidence and enthusiasm in the subject matter, encouraging students to learn and achieve higher academic performance on tests and assignments. The PLO'S and CLO'S of the programme and courses offered by the institution is stated in terms of OBE. Care is taken to impart instruction and make internal assessment in this line. Value added courses are also designed that the PLO'S and CLO'S of the programme are fulfilled.

20.Distance education/online education:

Faculty act as mentor for a group of 10-12 students and share information/ conduct tutorial meetings through google meet. Students also deliver criticism lessons through google meet and therefore online evaluation is done by faculty. Faculty has developed you tube videos for B. Ed and M.Ed. students on various pedagogies and compulsory papers as well. The college has collaboration with Vardhman Mahaveer Open University for training of B. Ed trainees opting for B. Ed degree in distance mode. The college provides infrastructure facilities, library facilities etc.and the faculty and also conducts ICT and final practical examinations

Extended Profile

1.Student

2.1	355
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	**230**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**171**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**178**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**339**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**191**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**1110400.68**

4.2 Total number of computers on campus for academic purposes	**25**

3.Teacher

5.1 Number of full-time teachers during the year:	**19**

File Description	Documents
Data Template	View File
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	**38**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

M.Ed. and B.Ed. curriculum were developed by Mohan Lal Sukhadia University in the session 2015-16 and were further revised in 2017.All the faculty members of the institution participated in syllabus framing of two year B.Ed. and M.Ed.programme. The college follows a procedure for transfer of curriculum decided by the university. The work for the session is distributed among all the staff members by the Principal. According to the work-distribution all the in-charges prepare a plan for their work and according to the calendar all activities are completed by the respective incharge and reported to the Principal mam. The annual calendar is prepared according to the plan and allotment of internship for the students. A time-table for the theoretical and practical work of B.Ed. and M.Ed. programme is prepared as per the academic calendar. All activity incharge prepare their time table according to their activities. All staff members are informed regarding the work distribution, academic calendar and time table. The prescribed time table is changed according to the internship allotment of the students.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	D. Any 2 of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and	B. Any 3 of the Above

students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.rmttc.com/wp-content/uploads/2024/09/CLO-PLO-1_compressed.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2 - Academic Flexibility

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

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

23

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

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

0

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

0

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

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

0

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

0

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

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

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

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

00000

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

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

1.3 - Curriculum Enrichment

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

Students of B.Ed. & M.Ed. gain coherent and fundamental

understanding in the field of teacher education by various curricular and co-curricular activities. Students gain the fundamental understanding by theory classes. In the theory part they come to know about philosophical, psychological, pedagogical, technological and health & physical, research, management, Understanding the Self related knowledge.Through sessional work all students gain the knowledge and understanding of different fields of teachereducation. The source of procedural knowledge is Micro teaching, Internship I phase, Internship II phase. Planning, management, teaching in classroom, curricular and co-curricular activities which are performed by the students in field during Internship is extrapolate the capacity of students. Workshop, seminars, SUPW Camp, Open air session, skill related workshops develops skills in students. For development of moral values of students several sports activities, literary and cultural activities are organized.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

Rajasthan Mahila Teachers Training College for women familiarizes student teachers and teachers educators with the diversities in school system in India as well as International and Comparative Perspective through the courses offered in the programme and an array of activities designed for this purpose, a theoretical background regarding diversity in school system is obtained through courses like Contemporary India and Education and knowledge and curriculum in the B.Ed. programme. Indian knowledge system with its ancient roots and contemporary relevance motivate students to become good professionals contributing meaningful to the organization, as they work for society. All students are assigned book review,

syllabus review and question review and pedagogy courses and internship phase-II

Philosophical and Sociological Foundation of Education, e-Education as a field of study, Indian education, Secondary education, Essential of teacher education courses in M.Ed. programme familiarizes the students with the diversities in school system in India.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The curricular and co-curricular activities conducted in RMTT college help

students to derive professionally relevant understanding and consolidate these into their professional acumen. Before leaving for school internship, the students are acquainted with various philosophical schools of thoughts, psychological principles and theories of learning, social adjustments and inclusive education.

Pre-Practice teaching phase which includes activities like skill practice

workshop, TLM & ICT workshops, demonstration lessons by faculty, courses on pedagogy, Assessment for learning and language across curriculum prepare students professionally. SUPW camp, field trips, open air session, community outreach programmes help the prospective teachers to enhance social skills and life skills. Participation in extension activities, seminars and workshop contribute to the professional growth of the students. The Internship phase in schools help students develop high sense of professional responsibility, teacher disposition, sensibility and skills.

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

1.4 - Feedback System

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

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

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	[View File](#)
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

191

2.1.1.1 - Number of students enrolled during the year

191

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

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

137

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

137

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

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

20

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

20

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

2.2 - Honoring Student Diversity

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

Assessment of the learning levels of admitted students is an integral part of the post-admission process. Each of the faculty members are given a list of 11-12 students for admission. The faculty telephonically communicates with each of the student, personally counsel them for admission and then the students' report to the college in an offline mode. Students are asked to fill the college form from which each of the students' percentages are checked from the qualifying exams (B.A / B.Sc./B.com) for entry into B.Ed. course.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and	**Six/Five of the above**

Adaptive Structures (for the differently abled)
Multilingual interactions and inputs

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

12:1

2.2.4.1 - Number of mentors in the Institution

16

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

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

In our institution we adopt varied modes of learning across different courses within each program to cater to diverse learning styles, enhance engagement and ensure comprehensive understanding of the subject matter. For theoretical course, lectures remain a fundamental mode, providing structured content delivery and foundational knowledge. This format allows students to grasp key concepts and theories in a systematic manner, facilitated by expert faculty members.

Practical courses often incorporate hands on learning experiences, such as sessions, workshops as simulation. These modes allow students to apply theoretical knowledge in real-world scenarios, fosters critical thinking, problem solving skills and practical proficiency interactive sessions, including seminars, group discussions and case studies, are used to encourage active participation and collaborative learning. These formats promote peer to peer interactions, exchange of ideas, and deeper exploration of course topics from multiple perspective.

E-learning platforms compliment traditional methods, offering flexibility and accessibility. On-line lectures, multimedia resources cater to diverse schedules and learning pace, enabling students to review materials at their convenience while promoting self-directed learning field trips and internship provides experiential learning opportunities outside the classroom, exposing students to participate challenges, thereby bridging the gap between academic and real world application. Each learning mode is chosen strategically to align with course objectives, enhance retention and cater to the varied learning preferences and needs of our students.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	[View File](#)
Any other relevant information	**No File Uploaded**

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

12

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	**Nil**
Any other relevant information	**No File Uploaded**

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

30

File Description	Documents
Data as per Data Template	[View File](#)
Programme wise list of students using ICT support	[View File](#)
Documentary evidence in support of the claim	[View File](#)
Landing page of the Gateway to the LMS used	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

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

In our institution, mentoring efforts are pivotal in guiding students' faculty and staff across various aspects of professional and personal development. When it comes to working in teams, mentors emphasize collaboration, effective communication and leveraging diverse strength to achieve common goals. They foster an environment where team work is valued and nurtured through structured activities and feedback mechanisms.

Dealing with students diversity is another crucial focus area. Mentors encourage inclusiveness, sensitivity and adaptability in teaching and student interactions. They promote strategies for understanding and addressing diverse needs, ensuring a supportive learning environment for all.

Balancing home and work stress is addressed through mentorship programmes that promote work-life balance, time management skill and stress management techniques yoga, cultural games.

Faculty provide support and resources to help individuals maintain well-being while excelling in their roles.

Lastly teachers facilitate continuous learning and encouraging all staff members to stay updated with recent development in education and broader life aspects. This includes promoting participation in workshops, conferences and professional development opportunities,

as well as staying informed through literature & research.

Overall, mentoring efforts in our institution are comprehensive aiming to enhance both professional effectiveness and personal well-being among its member.

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

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

Three of the above

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

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

Case-I - Promoting intellectual and thinking skills.

At our college, a teacher employs a 'flipped classroom approach' for courses. Students are assigned reading and videos before class. During class time, the teacher facilitates discussion, group activities and problem-solving tasks related to applying the theories in educational contexts. This method encourages students to critically analyse theories think creatively and collaborate effectively with peer.

Impact :The flipped classroom model enhances students intellectual and thinking skills by promoting active engagement and deeper understanding of concepts. Students develop the ability to synthesize information, articulate complex ideas, and propose innovative teaching strategies. As a result, students not only gain theoretical knowledge but also practical insights into applying the principles in their future teaching careers.

Case-2-Fostering creativity and life skills.

In Drama and Arts education course at the college, a teacher integrates art-based learning strategies such as visual arts and music. SUPW students engage in hands-on activities such as creating art work. The teacher encourages experimentation, self-expressions and reflection on the creative process.

Impact: The arts-based approach nurtures students creativity by providing opportunities for self-discovery and artistic expression Students learn to think innovatively and solve problem creatively too.

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

2.4 - Competency and Skill Development

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

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

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

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	View File
Documentary evidence in support of each selected activity	View File
Any other relevant information	View File

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different	`All of the above`

situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback

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

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

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

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

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

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

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

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

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

College sends pupil teachers to internship programme in both B.Ed I & II year.

1. **Selection / Identification of schools for internship - B.Ed I year & II year pupil teachers go for internship through Shala Darpan portal as per the instructions of the State Government. The students are instructed to fill school choice within the date given on the portal and after that they are allotted school directly by the Directorate, Raj. Govt. Jaipur which are displayed on Shala Darpan.**
2. **Orientation to the School Principal / Teachers –The students attend the school with their allotment letter, letter to Principal and joining letter. Telephonic communication is done by college Mentor with school Principal / mentor/ teachers.**
3. **Orientation to students going for internship - Pre-internship programme is organised in the college in which the students are oriented about the Teaching skills, Lesson planning, Use of ICT, Unit Plant Achievement Test & Preparation of TLM. During the internship in the IInd year orientation programme, the students are given the orientation related to all the work that has to be done and also how to maintain various records of school and how to conduct various individual, group and community activities.**

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

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

2.4.9.1 - Number of final year students during the academic year

173

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports	**Nine/All of the above**

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

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

Monitoring the impact of internships in school's is crucial to ensure students learning. The monitoring is conducted at various level-

Teacher Educators – Teacher educators from the B.Ed. college act as mentors and supervisors for interns. They conduct regular observation for students teaching sessions, provide constructive feedback and guide in lesson planning and classroom management during Pre- Internship Phase. Their role extends to fostering reflective practices helping interns analyse their experiences and linking theory to practice.

School Principal & Mentor – The school Principal collaborate with the teacher to facilitate interns into the community and ensures interns adhere to school norms. Teachers at the school provide day-to-day guidance, mentorship and evaluation of interns' performance in the classrooms.

Peer- Peers of the B.Ed. College provide a support network for interns. They engage peer observation, share teaching resources and exchange experiences. Peer feedback sessions encourage collaborative learning and improvement among interns.

Overall this monitoring mechanism ensures that internship is structured, supported and effective in preparing students for the teaching profession.

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	View File

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

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

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	View File

2.5 - Teacher Profile and Quality

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

19

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

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

12

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

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

19

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

19

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

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

Teachers engage in a variety of efforts to remain professionally updated, which are crucially for effective teaching and educational advancement.

It is necessary for a teacher to do teaching work for and needs. For this, the teacher himself should be aware of the present time. This is possible only when a teacher is familiar with the latest changes, challenges and problems happening in education. For this, teachers should first collect new information themselves and then inform the students about it.

It is important for Faculty Members to keep sharing their knowledge and insight with each other on a regular basis. The primary focus should be a rigorous and ongoing Learning of Teachers and educating themselves about the New Education Policy and educational Standards.

In the same sequence an in-house faculty development programme was organised on 02.05.22 under which "Institution Accreditation NAAC: Revised Manual" was discussed.

Under which Quality Indicator Framework, the assessment process, Procedural details and the fees structure and other financial implications was discussed.

File Description	Documents
Documentary evidence to support the claim	[View File]()
Any other relevant information	[View File]()

2.6 - Evaluation Process

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

The Institution runs through a well-placedmechanism and adopts rules, regulations and policies which contribute to continuous and comprehensive evaluation of students.The college has adopted the following measures to maintain the internal assessment-

1. Students attendance is reviewed periodically and students reporting shortfalls are informed by mentor.
2. Under formative approaches teachers generally assign marks to students for their assignments, sessionals, co-curricular activities and regularity in all activities.
3. Internal assessment is done for all students as per the University criteria.
4. Cumulative records of students participation in various activities is maintained.
5. The faculty as mentor is personally involved to help students to prepare the sessionals and assignments. Corrections and modifications are constantly done.
6. Internal Examinations are held at the end of each year. The answer sheets are shown to the students and adequate verbal and written feedback are provided bilingually.
7. Curriculum enhances skills through practical sessions placed in Drama & art in education, Critical Understanding of ICT, Open-air/ SUPW camp, Understanding the self, internship and Health & physical education.
8. In M.Ed. assignments and field work are evaluated as per University criteria.

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

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

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

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

The mechanism of the college to deal with examination related grievances is transparent, time bound and efficient. The students can approach the Principal, teachers and mentor incharge to address to their examination related grievances. A suggestion box is installed for the same.

Internal examinations are rescheduled if the situation demands. Students found with shortage of attendance are compensated with library hours.

In the grievance redressal cell, students raise their voice

regarding academics matters, date and time of examination due to students engagement in competitive exams, marriages, family engagements etc. Students who want to remain anonymous can put in writing their grievances and their suggestions for improving the academic/ administration of the college. The cell attends to the cases and seek direction and guidance from higher authorities.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

The academic calendar gives an overall picture of the activities for the entire academic year. The college considers the academic calendar as an integral part of the functioning of the institute. It is planned in advance before the year begins by the B.Ed and M.Ed coordinator, members of IQAC, activity incharge under the guidance of the Principal. The calendar is planned according to the norms of NCTE regulations. The dates of the external examinations are intimated by MLS University. All the directions related to internal and external examinations are communicated to students and faculty through mentor incharge and notice boards. Before the commencement of the activity pre and post staff meetings are held and guidance is provided by the Principal. The academic calendar ensures students' right to information regardingprogramme and activities of the institute. It also provides the faculty with easy reference for planning academic activities, internships, practice teaching, mentoring, input sessions by experts in various fields, sports events, co-curricular activities, field visits, community work, thus aligning curriculum work educational goals.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs.

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

The teaching – learning process of the institute is designed to ensure that the stated program learning outcome (PLOs) and course learning outcomes (CLOs) are aligned with the educational goals of the institute. Here are some ways in which the institute ensures alignment between the teaching – learning process and the stated PLOs and CLOs.

Curricular Design: The institution has designed the curriculum in a way that aligns with the stated PLOs and CLOs, this includes developing course lesson plans, assignments and sessional that are directly related to learning outcomes.

Learning Objectives: The institution has defined clear learning objectives for each course that are aligned with the stated PLOs and CLOs. This ultimately helps the teachers to design lessons that are focused on achieving the desired learning outcome.

Assessment and Evaluation: The Institution uses assessment and evaluation methods/ techniques that align with the stated PLOs and CLOs. This includes developing assessment Strategies and evaluation criteria that are directly linked to the learning outcomes.

Teaching Methods: The Institution uses teaching methods that are aligned with the stated PLOs and CLOs. This includes using active learning strategies, group work, project based learning, field trips to help students achieve the desired learning outcomes.

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

2.7.2 - Pass percentage of Students during the year

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

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

The program's & curriculum's various areas, pedagogical and elective courses help students develop the necessary professional and personal attributes as well as better their cognitive knowledge and skills. Unit tests and internal exams are used to evaluate academic performance including both theoretical and practical testing.

At different levels, teacher educator increase student's cognitive and professional abilities and monitor their progress. Their professional teaching competence gradually improves by the practical hands-on training they receive through micro-teaching, simulated teaching, demonstration lessons, observation classes and internship. The monitoring system includes regular classroom observations of teacher-trainees by experienced teachers & faculty supervisors. This helps in identifying areas of strengths & weaknesses in their teaching practice & provide targeted feedback for improvement. Mentoring and support is provided to the teacher-trainees throughout the year.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

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

347

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

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

RMTTC focuses on identifying the needs of learner's initially during the pre-internship phase. A constructive feedback with the suggestions of how to improve is given by the teacher educator as well as the peers. The extent of improvement is then measured during the internship programme. The entry level test assesses their theoretical knowledge on the concepts in the concerned discipline. The gaps thus identified are then catered by way of theory classes. The scores of internal test and university exam reveal their improved performance in theory and practical. Participation in co-curricular activities is observed by the teacher educator and constructive feedback is given for improvement in performance. Overall, the programme successfully addresses weaknesses and improves student teacher performance & future prospects.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

`0000`

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

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

`0`

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

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

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

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

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

3.2 - Research Publications

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

2

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

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

0

File Description	Documents
Data as per Data Template	**No File Uploaded**
• First page of the published book/chapter with seal and signature of the Principal	**No File Uploaded**
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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.3 - Outreach Activities

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

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

2

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

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

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

104

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

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

140

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

140

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

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

Following Outreach activities were organised by the institution.

1) Rajasthan Mahila Teachers Training College, Udaipur organized Nukkad Nattak for community. The activity was organized by M.Ed. Ist year students on 03.03.2022. The topic was 'The Negative Impact of Social Media on youngsters'. Students also organized and participated in Poem recitation on "Nari Shakti" and Group song was also presented by college students.

2) On 8th March'2022 International Women's Day was celebrated. The college organized a women empowerment rally in which 80 B.Ed. & 12 M.Ed. students participated.

File Description	Documents
Relevant documentary evidence for the claim	[View File](#)
Report of each outreach activity signed by the Principal	[View File](#)
Any other relevant information	No File Uploaded

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

Nil

File Description	Documents
Data as per Data Template	[View File](#)
Appropriate certificates from the awarding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.4 - Collaboration and Linkages

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

2

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

2

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

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

Nil

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

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Rajasthan Mahila Vidyalaya has the credit of being the pioneer of learning towards Girls education for over 108 years.

Along with Academically qualified staff, the college has a well-equipped ICT Resource Centre, Home science lab., Science Resource Centre, Physical Education &Yoga Centre, Arts & Crafts Resource Centre as well as Social ScienceResource Centre.

All Classrooms, Labs, Resource Centre are spacious properly ventilated and provision of proper natural lights alongwith sufficient numbers of lights and fans setting. It is also equipped with black and green boards and other required facilities.

The Institution has a well-equipped ICT resource center with a server and 30 systems with high configuration and LAN connection, Internet and WI-FI connection. It has 2 Overhead Projectors, 2 LCD projectors, 2 Laptops, CCRT Kit, Speakers, Conferencing system. Screen Projector was installed; One amplifier was also installed. Website was renewed and antivirus was installed in all the computer systems.

The Institute also has an assembly hall as well as a multipurpose hall .Institution is also well equipped with a Library that has a sitting capacity of about 100 with a separate library cum reading room for M.Ed. and B.Ed. students with well-equipped computer system.

Institute also has a stadium for conducting activities like Games and Sports, Celebration of National Festivals.

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

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

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

12

File Description	Documents
Data as per Data Template	[View File](#)
Geo-tagged photographs	[View File](#)
Link to relevant page on the Institutional website	https://www.rmttc.com/wp-content/uploads/2024/09/rmttc-3-1.jpg
Any other relevant information	**No File Uploaded**

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

33524

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

4.2 - Library as a Learning Resource

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

The Library is automated with Library Management system (a software

at college Library) Only cataloguing (online public access catalogue) of the library is functional(http://rmv.127.01.01)software service is provided where the users can search the collection of books by title, author, publisher etc. The books are being bar coded and the users are given unique barcode ID. Apart from the printed books the library is having access to e-resources which is a part of a Shodhganga consortium of INFLIBNET, where the users are given orientation and made to access, browse and download books, e-journals, databases etc. New arrivals of books are displayed in the new arrival sections. Library orientation is provided at the beginning of the year regarding various facilities, services and resources available in the library as well as library service and internet service.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.rmttc.com/wp-content/uploads/2024/07/Library-1-1024x422.jpg
Any other relevant information	No File Uploaded

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

The institutional library does provide gateway for remote access to library resources for teacher, trainees and faculty. The library provides old question papers, various databases links to important website and newspapers through the institutional website. Faculty members, students and research scholars are provided vital information using E-mail.Under E. Shodganga, CONNECT, worlds scientific, Internet Archive, National Digital Library of India is subscribed to provide remote access to a large number of e-books and e-journals to the users. Each user can access it through their personal username and password.

Following are the respective links:

Link

Topic

https://eduvacancy.com

Impact of schools on society and education development

https://in.youtube.com

Metaphysics, Epistemology and Axiology and their implications

https://inp24.com

Universalization of Education

https://teaching.corenell.education

Different evaluation tools and techniques

File Description	Documents
Landing page of the remote access webpage	[View File](#)
Details of users and details of visits/downloads	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

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

7297

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

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

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

77

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	**Nil**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Any other relevant information	No File Uploaded

4.3 - ICT Infrastructure

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

ICT appeared as a "Bridge" to break the distance of "Survive" the learning during COVID Pandemic. In case of distance, teachers used ICT through video-conferencing to enable them to teach or monitor the students learning process.

The institution is well equipped with modern ICT facilities. Regular ICT classes were conducted and a regular upgradation and maintenance was carried on. Institute introduced a high speed internet as teaching was online during the respective years.

Following equipments were purchased and installed as per the requirement:

1. Screen Projector
2. Amplifier
3. Website was renewed
4. Antivirus was installed in all the computer systems.

Accessibility:The staff and students were introduced to access internet with a separate user name and password. The college is equipped with LAN and Broad band internet connections which are connected to the Principals office, staff rooms, classrooms for M.Ed. and B.Ed. students, office, library and ICT lab.

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

4.3.2 - Student – Computer ratio during the academic year

7:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**E. < 50 MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	**No File Uploaded**

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**One of the above**

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://drive.google.com/file/d/1sgAmvZech9_2ad6IPZVGn0A4HcRBStu6/view?usp=drive_link
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://youtu.be/oWGgE4N2l-q
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

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

`1,110,400.68`

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

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

Institution makes budgetary provision under different heads for maintaining

the utilizing the Campus Infrastructure facilities.

Physical infrastructure is well maintained and upgraded with necessary

requirement to ensure comfortable atmosphere. Regular cleaning is done.

The plumbers, electricians and carpenter are hired periodically for building

maintenance. Regular cleaning of tank, garbage disposal and campus

maintenance is done.

Garden is maintained with vide varieties of indoor and outdoor plants, fruit

trees, mediational plants to maintain green and eco-friendly campus.

The laboratories are maintained and stock verification is done.

The library is stacked with thousands of books and periodicals which

have

been arranged in the prescribed order and binding of books is periodically

taken up.

All the members of the institution are eligible to get library membership form

with the certification of authorities. After becoming member, two library (card)

membership will be issued to B.Ed. & M.Ed. students. Students can use

borrowed books up to 7 days' time. Staff / Students can use library for their

academic and research purposes.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.rmttc.com/wp-content/uploads/2024/07/Computer-Lab-1.jpg
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

the difference between the two E-content development Online assessment of learning

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

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

`Nine or more of the above`

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

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

`A. All of the above`

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
B.Ed. + M.Ed. 02 + 05	177 + 13 =190

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

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

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

26 - PG 01-Others

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

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

0000

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

5.3 - Student Participation and Activities

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

The institution has a well constituted student council which provides opportunity to the students to develop leadership quality, team spirit and unity among the student teachers. Various activities are conducted throughout the year in the institution. The council plays a very important role in maintaining educational environment, discipline and intuitional culture.

In the session 21-22 the elections of the student council of MLSU couldn't be conducted as per the guidelines of the State Government. Following the same, the elections of student council were not conducted. In the month of February, the elections of the society were conducted. From the elected members of the societies only, the President, Secretary and Treasurer were elected. The names of the elected candidates were as follows:

1) President – Sakshi Sharma

2) Secretary – Pratiksha Pargi

3) Treasurer- Nikita Sharma

The elected representatives participated / performed in conducting / organizing the curricular and co-curricular activities throughout the year viz. celebration of Basant Panchmi, Organization of Sports activities, Rajasthan Yuva Pakhwada, and SUPW Camp.

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

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

`Sports- 09 Cultural- 13`

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

5.4 - Alumni Engagement

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

Active participation of Alumni leads the institution towards progress. This is a platform where all the alumni can meet each other and strengthen the relationship between the college and the pass out students. The Alumni also plays important role in the curricular and co-curricular activities, share their experiences and also provides support to the institution according to their area of specialization. The Alumni are regularly added to the committees related to various activities in the Work Distribution of the institution.

Two significant contributions of Alumni in the functional aspect of the institution during the session 2021-22 were:

1. Contribution in the Community Service Programme – During SUPW Camp on 08.03.2022 the alumni participated actively in the rally and recited the slogans related to Women Awareness.

2. Environmental Awareness: - On 09.04.22, some of the members of Alumni taught the process of making paper bags to B.Ed. students in order to create awareness towards conservation of environment. The paper bags prepared by the students were distributed among the vendors nearby the institution. The main aim of the programme was to promote the use of paper bags instead of plastic bags.

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

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support	**One/Two of the above**

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

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

2

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

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

through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

In the session 2021-22 a rally was organized for Women Awareness during SUPW Camp. The alumni participated actively in the rally and recited the slogans and thus participated in the Community Service Programme.

Some of the members of Alumni taught the process of making paper bags to B.Ed. students in order to create awareness towards conservation of environment. The paper bags prepared by the students were distributed among the vendors nearby the institution. The main aim of the programme was to promote the use of paper bags instead of plastic bags.

Thus the members of Alumni Association shouldered the responsibility of creating social awareness along with the B.Ed. students.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The Institution aligns with effective leadership towards the vision and mission to produce quality teachers as per the local and global needs and to improve the quality of women education in college, upliftment of women to be on par with women world over. In line with the vision of Rajasthan Mahila Teachers Training College, we facilitate opportunities to be taken, to be committed citizens, while focusing on the mission to be sensitive in all their future endeavours.

To fulfil the vision, mission and objectives set by the organizations, students are exposed to variety of programmes under which students are given the opportunity to live together by organizing prayer, sports programmes, cultural programmes, yoga

practice and awareness programmes. In college, students are engaged to think for themselves by showing them various Demo lessons, a diary is also provided for observation. Similarly, an opportunity is also provided for development of creative values decision-making power and leadership qualities. The students are made aware about the objectives, vision and mission of the Institution through initial orientation programme organized for every new batch of students for admission.

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

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

The administration of the college is decentralized to a large extent. Although the Principal has lot of autonomy and is an academic and administrative head of the institution, yet process is delegated to different committees for taking decision pertaining to the areas, no doubt keeping the policies of the institution in view.

The organogram included with this reports shows hierarchy of the management functioning and the working is as per the chart of organizational responsibilities. Different committees have been constituted for carrying out the functions and every committee is given freedom to take decisions about the work in their area. Decentralization and participative management are the main characteristics of this college.

The college encourages participatory management practices by constituting various committees like Admission Committee, Discipline Committee, College Development Committee, Library Committee, Maintenance Committee etc. The decisions of these committees are discussed in the staff council and then forwarded to IQAC where then final decision is taken. The management is also positive in this dealing.

IQAC Initiates the process of conducting extension activities, FDP, seminars, workshops in the field of teacher education for quality, and assigns the responsibility to the concerned activity incharge to further design and implement.

IQAC coordinators compile reports of each year's activities from all incharges.

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

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

For the maintenance of transparency in various aspects, the institution has framed various committees which are as follows:

Finance Committee- The committee includes the Principal, a member of the teaching faculty, Librarian and Office Superintendent. It prepares the annual budget based on the annual plan and forwards it to the Management Committee for its approval. The proper utilization of the budgetary allocations is ensured by the Principal and the maintenance of accounts are done by college.

Academic Plan – The syllabus prescribed by the M.L.S University, Udaipur, acts as a base for academic plan. The previous year academic plan acts as a reference, on the basis of which. The College Development Committee headed by the Principal draws on annual plan in order to accomplish the mission of the institution.

Administration – The Management of RMV Institution maintains a two tier administrative set up in which Major Policies are taken by the Executive Committee. The President and Secretary are responsible for exercising administrative control for implementing the decision of Executive Committee. The college Principal however is given the academic and administrative freedom to conduct routine working of college.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	No File Uploaded

6.2 - Strategy Development and Deployment

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

Rajasthan Mahila Teachers Training College implements several strategies from time to time for its development and quality improvement.

Keeping in mind the all-around development of girls in the session 2021-22, the level of the playground was increased by 3-4 feet to enable students to play an active role in sports and yoga activities.

Taking this plan forward, the ground was levelled by laying red soil, and court and ground tracks for volleyball, Kho-Kho, Kabaddi, Basketball were build.

The facilities of the students, a water cooler was also installed in the playground and toilet facilities were made for the students so that they do not have to face any kind of inconvenience while playing the game.

For the expansion of sports, an academy was also constructed in Rajasthan Mahila Vidhyalaya in which students from the institution and outside the institution also participate with interest through various types of sports like Basketball, Cricket, Badminton, Table Tennis, Football and Athletics.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://drive.google.com/file/d/1RctGkzfa8eK PDn9wzsl7Ww0LEz-wz86t/view?usp=drive_link
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

Many committees have been formed by the institution for successfully conducting educational and co-educational activities as per time table and on the basis of annual planning.

All the faculty members havebeen assigned the responsibilities to perform their work with full dedication and honestly. A safe and policy-filled service rule register has been prepared by the organisation. In this service rule register, information regarding the appointment of all the employees of the organization is given. The duties of employees are mentioned alongwith the, salary, honorarium, general conditions of service, category of personnel, rules of conduct etc.

Staff members are made aware of all the rules and duties that adhere with them at the time of appointment.

File Description	Documents
Link to organogram on the institutional website	https://www.rmttc.com/wp-content/uploads/2024/09/Administrative-Setup-Organogram-2.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

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

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

Various efforts have been made from time to time by various committees in Rajasthan Mahila Teachers Training College to improve the quality of education.

A research work was conducted by the institution to find out the effectiveness of online teaching of students during Covid-19 in the session 2021-22

To collect data to study the effectiveness of online teaching for students, parents and teachers based on questionnaire and interview schedule for institution heads were prepared.

To know the effectiveness of online teaching, an attempt was made to know the methods adopted by the institution heads and the efforts made by them to make online teaching more effective.

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

6.3 - Faculty Empowerment Strategies

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

The Management has humanitarian out look towards its teaching and non-teaching staff without discrimination. It initiates several welfare measures to maintain high motivational levels among its employees.

Measures adopted for the welfare of the teaching and non-teaching staff are :

- The Institution gives academic freedom to staff members, provides funds for faculty development programmes, provides academic leave for attending seminars, and workshops.
- Congenial atmosphere is provided in the staff room for peace and tranquility.
- Annual increment is given to staff.
- Staff are allowed to do Ph.D. At present three faculty members are pursuing their Ph.D research work.
- PF and ESI facility is also provided.
- Provision of Medical, Casual, Privilege and academic leave.
- Gratuity is given on completion of service period.
- The college has well-furnished staffrooms, drinking water facility, air coolers and clean washrooms.
- Staff is also provided with separate cupboards for storage of books, stationary and files.
- The existing employee's children's are eligible for a concessional fee to study in the Institution.
- Uniform is also given to class IV employees in the Institution.

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

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

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

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

2

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

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

4

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

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

The Institution has a Performance appraisal system for teaching and non-teaching staff.

- **The college has a systematic general process to assess both its teaching and non-teaching staffs job performance and productivity in accordance with the college's program educational objectives. In addition to the actual performance other aspects such as citizenship behavior, potential for future improvement, strengths and weakness are also factored into the appraisal. The objective is not only to evaluate the performance as per established norms, but to identify potential aspects for improvement that can eventually lead to further progress and growth.**

Every year the management assesses the performance through self-appraisal method. This is one mechanism used by the management to motivate and inform the staff about their performance and required areas for development.

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any,

during the year in not more than 100 - 200 words

The process of gathering evidence about the financial position of the session is carried out by the institution every year through financial audit. In this financial audit the work of recording money transactions and its checking system is done.

The entire process is completed by an external auditor officer to ensure success and impartiality. The audit officer checks to verity that the financial accounts are accurate. In this process, reports are made through systematic review of the financial transactions of the institution.

The audit of the financial year of the organization is completed only by an external officer so that the financial statements can be assessed reliably and impartially. After completion of the examination process by the audit officer, the record of financial accounts for the year is kept safe in the office department.

This year the financial audit of Rajasthan Mahila Teachers Training College was done by Sampatilal Bohra & Company (C.A). The income & expenditure sheet of the year ends 31st March 2022

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

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

158100.00

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

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

The fees received from the B.Ed., M.Ed. students studying in Rajasthan Mahila Teachers Training College include all the fees which are used in the resources considered important during the study. The fees received include tuition fees, computer, practice teaching, first round, second round practice teaching, publication, vanshalashivir, co-educational activities, admission fee, examination fee., Social Useful Productive work, library fee etc. With the fees received, it becomes easier for the students to do all the educational and co-educational activities mentioned in the syllabus and they are able to do their work easily.

The expenditure is also incurred on registration related and legal fees in the institution. Money is also spent on audit fees, firefighting and building safety.

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

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

IQAC of the college works for the quality enhancement of teaching learning process, effective internal coordination of different programmes. The committees dealing with various activities implement the IQAC guidelines and give their feedback. Its meetings are held to review the proposal planning of different curricular and co-curricular programmes for the upcoming year; provide directions for the effective implementation of the aforesaid programmes and after reviewing the related reports give suggestions (if required) for quality improvement.

Besides this due to COVID-19 the Institution successfully conducted some programmes online viz. Pre internship programme, SUPW Camp, Art & Drama Practical and Annual Practical Exam (Final lesson).

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	View File

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

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar is prepared and circulated to all. The guidelines and directions given by IQAC are implemented by various in-house committees. These committees conduct their programme and also conduct periodical meetings with faculty to discuss the teaching-learning process in staff council. The minutes of meeting are forwarded to IQAC.

IQAC reviews through staff council; actively reports and feedback analysis of various programmes and directs the guidelines keeping in mind the innovative practices for quality enhancement. IQAC Chairperson also analyse teacher's performance through self-appraisal reports and forward the same to the Central unit of RMV.

Apart from staff council and IQAC, the college also has education committee at the Management level to review the teaching learning process of the institution. The education committee holds the meeting twice in a year for reviewing the teaching learning process.

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

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

3

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.rmttc.com/wp-content/uploads/2024/09/Session-2021-2022.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	View File
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

The Institution is in the process of second cycle. Due to the impact of COVID-19 the functioning of the college couldn't be regularized. In such a crucial time in order to maintain the quality in teaching -learning process blended learning was introduced by the institution. Some of the curricular programme.i.e: Pre internship programme, SUPW Camp (28-30 sep 2021) and practical aspect i.e: Preparation and conduction of Annual Practical exam (in the month of October) were successfullyconducted online through tutorial

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Institution Energy Policy -

Rajasthan Mahila Teachers Training College believes that besides pursuing its strategic objectives in relation to research and teaching, it has a responsibility towards and is committed to protect and nurture the environment. By exercising proper control over all its activities, the college aims to ensure sustainable use of resources and prevent wasteful practices. The institution has adopted energy conservation methods by installing Solar Water Heater, using LED light fixtures in the form of bulbs, tubes etc. The ICT equipments and fans and lights are switched off when not in use. Computers, printers and copier machines are put in standby mode when idle. The water-pumping motor is automated to prevent the wastage of current and water due to overfilling of tanks.

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

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

Rajasthan Mahila Teachers Training College fosters a green and clean campus to mark its responsibility to nurture and sustain the Universe for future generation. It embarks on this noble mission by following the practices that will manage the solid and wet waste through the following methods - Collection of paper waste produced in the campus and collaborate with scrap dealers for recycling. Sanitary waste is disposed off by means of incinerator, drains are periodically checked and cleaned for waste-water disposal. Separate bins are provided for collecting bio-degradable and plastic wastes.

Dry leaves are collected and dumped in an Organic recycle pit and the bio-manure prepared is used for the college garden. Rain water is collected in the reservoirs. E-waste is collected and sent offside for safe disposal. The unserviceable electronic-wastes are sold to licensed purchasers for recycling.

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

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

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

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

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

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

The institute's Green Campus initiatives have been creating a positive impact on the surrounding. A lush green campus is one of

the attractive features of the institution. The campus has a variety of trees and shrubs. Green lawns are well maintained by an efficient gardener. Institution also has a dedicated sweeper for cleanliness and sanitation. Dustbins are placed at different places in the campus for disposal of wastes. The institute prohibits smoking and tobacco products. It strictly bans usage of single use plastics for a 'Plastic Free Campus'. Staff and students are made aware to reduce waste and to dispose them in the right manner.

File Description	Documents
Documents and/or photographs in support of the claim	[View File]
Any other relevant information	[View File]

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

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

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

47237

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

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

The institute continuously strives towards educating its students and faculty of its responsibility towards the local environment, and the community. The institute collaborated with 'Vrixam Amratam Seva Sansthan' to organize tree plantation program in the institute. 41 Ashoka trees were planted. To promote use of local language as per "Enriching Local Language; NEP 2020" the students organized skit on health & hygiene in local language. To create awareness on women empowerment, a rally was organized in the locality. Open Air Session was organized for the students in Nathdwara, a place near the city where a school survey was conducted in order to know the vocational interest of secondary students. A Nukkad Natak was also played in the locality to create awareness on harmful effects of social media. Students visited Sahitya Mandal in Nathdwara where they observed the library and knew about its functioning, resources, programmes & achievements.

During the SUPW camp, resource persons from the locality were invited to train the students in fabric painting, stencil rangoli and food items like amla laddu, thandai, mukhwas and digestive toffees.

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

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

the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	

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

7.2 - Best Practices

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

Best Practice - I- Socially Useful Productive Work (SUPW)

Objective:

To develop feeling of togetherness, creativity and innovation.

Context –

SUPW aims to provide environmental and social exposure to the students to become socially responsible and effective professionals.

Practice –

SUPW camp is organized for 5 days for in which Community Awareness Programme and Art, Craft, visual art activities are conducted.

Evidence of Success –

Students participated in different activities with great enthusiasm.

Problems Encountered -

Demonstrations and real practice on the part of experts and students becomes difficult.

Best Practice - II

Title : "TUTORIALS"

Tutorial is a session of intensive instruction by a tutor to help students to improve their academic abilities.

Objectives -

To identify and provide guidance and help to students regarding their academic, personal problems.

Context -

The tutor finds out the problems of students and provide the current solutions.

Practice -

Students are divided into tutorial groups which are under the mentorship of tutor who discusses the academic problems of students, provides individual counselling.

Evidence of Success -

Tutorial teaching helped students to improve their academic performance, behavioural skills.

Problems Encountered-

Equal opportunities are not provided to students due to lack of attendance.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

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

Institutional Distinctiveness – COLLABORATION WITH NGO'S - VRIXAM AMRITAM SEVA SANTHAN

Rajasthan Mahila Teachers Training College, Udaipur has joined hands with a leading NGO ' VRIXAM AMRITAM SEVA SANSTHAN' in the field of environmental protection, promoting green cover in the locality and enhancing green initiatives such as distribution of regional plants and trees, ornamental plants and medicinal plants. The NGO is also committed to serve the community in terms of cleanliness and maintenance of traditional water reservoirs, temple restoration, promoting renewable sources of energy and cow protection.

With this regard, tree plantation program was organized in the institution to promote awareness among the students for protection and nurturing the environment. Students and staff enthusiastically initiated and participated in the tree plantation drive on the campus During the plantation drive, names of executive members and faculty members were tagged with the saplings so that they feel responsible for their care and proper growth. Approximately 41 Ashoka trees were planted all around the campus.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View File](#)
Any other relevant information	[View File](#)