



YEARLY STATUS REPORT - 2022-2023

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/calendar22-23_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/PMMMNMNTT 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. Initiation of value added Course. 2. SWOT analysis by students through paper Understanding the Self. 3. Community awareness programme through NGO -Adhaar Foundation. 4. Encouragement to the use of ICT and other methods such as -Seminar, Group Discussion, Brain Storming in Teaching Learning Process. 5. Strengthening of feedback mechanism.

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
<p>1. Initiation of value added Course. 2.Encouragement to the use of ICT in teaching learning process 3. Strengthening of feedback mechanism</p>	<p>a.Basic Computer Course Participant-26 b.Stiching Course Participant-30 Most of the teachers and students made use of ICT in Demo Lesson Simulated Lessons Internship Practical Exam Fieldwork activity (in seminar & workshop conducted in M.Ed. Consolidated feedback form for B.Ed. curriculum prepared</p>

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

- Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Part A**Data of the Institution**

1.Name of the Institution	Rajasthan 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
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• 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/calendar22-23_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
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Year	Date of Submission				
2022-23	30/01/2024				
15. Multidisciplinary / interdisciplinary					
<p>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 towards the attainment of a holistic and multi-disciplinary education. NEP implemented from 2022-23 ensures multi-disciplinary and value based approaches. The Institutional plan to engage in research endeavors to find solution to societies most pressing issues and challenges in the field of education. Being an affiliated college, the institution has little scope of designing flexible programmes which provide 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. Teachers are encouraged to participate in various Faculty development Programmes, Seminars and conferences that are multidisplinary in nature.</p>					
16. Academic bank of credits (ABC):					
<p>The University Grant Commission (UGC) issued the Regulations, 2021. For the establishment and operation of the Academic Bank of</p>					

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. RMTT college which is affiliated to MLSU has decided to take the necessary steps to help the students to avail the benefits of ABC in the upcoming years

17.Skill development:

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. RMTT college which is affiliated to MLSU has decided to take the necessary steps to help the students to avail the benefits of ABC in the upcoming years 3.

Skill development: Describe the efforts made by the institution to strengthen the vocational education and soft skills of students in alignment with National Skills Qualifications Framework Provide the details of the programmes offered to promote vocational education and its integration into mainstream education. How the institution is providing Value-based education to inculcate positivity amongst the learner that include the development of humanistic, ethical, Constitutional, and universal human values of truth (satya), righteous conduct (dharma), peace (shanti), love (prem), nonviolence (ahimsa), scientific temper, citizenship values, and also life-skills etc. Enlist the institution's efforts to: Design a credit structure to ensure that all students take at least one vocational course before graduating. Engaging the services of Industry veterans and Master Crafts persons to provide vocational skills and overcome gaps vis-à-vis trained faculty provisions. To offer vocational education in ODL/blended/on-campus modular modes to Learners. NSDC association to facilitate all this by creating a unified platform to manage learner enrolment (students and workers), skill mapping, and certification. Skilling courses are planned to be offered to students through online and/or distance mode. Describe any good practice/s of the institution pertaining to the Skill development in view of NEP 2020. ALL OF THE ABOVE Ans. The B.Ed and M.Ed curriculum offered by RMTT help 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, growth faith and values, grow 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, art & 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 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:

RMTT College has adopted blended mode of teaching learning both for B. Ed as well as M. Ed students. 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, Faculty and also conduct ICT and final practical examinations

Extended Profile

1.Student

2.1 344

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 230

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 171

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

File Description	Documents
Data Template	View File

2.4 175

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 331

File Description	Documents
Data Template	View File

2.6	182
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1	2133970.19
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	25
Total number of computers on campus for academic purposes	

3.Teacher

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

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

5.2	38
Number of sanctioned posts for the year:	

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

B. Any 3 of the Above

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**

22

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

2

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

2

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	View File

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

58

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

58

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

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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	No File Uploaded
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.

In the beginning of the session student Induction Programme is organized where the students are briefed about the various activities and programmes of the college and are also introduced with the existing Theory & Practical subjects that are being taught. The students are also briefed about the morning assembly that is being organized regularly.

Morning Assembly starts with Saraswati Vandana which is followed by motivational quotes, General knowledge questions and News of the day.

B.Ed. first year students are being trained to teach in schools, In Pre-Phase- I micro teaching, simulation lesson, daily lesson plan, TLM workshop, ICT workshop are the different areas where the students skill are developed before the starting of school internship.

B.Ed. 2nd year students have to undergo a four months Internship so before that the students are introduced to Pre-internship classes where they learn about short lesson, office Performa that has to be filled etc. The Internship programme develops skills of conducting community contact programs and co-curricular activities in school as well.

M.Ed. students also develop their skills through workshops on professional writing and communication skills. For field experience students are taken to field trips, open air where they are helped and guided to develop their social and life skills.

According to the programme all the respective subject teachers give their sessional materials works to the students.

For developing the moral values of the 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 familiarizes students with the diversity of Indian School by different activities. Through the pedagogy courses in the theoretical part the students get the understanding of course objectives, text books and syllabus of different levels of schools such as secondary and senior secondary level. B.Ed students get knowledge about Indian educational policies through Contemporary India and Education. Similarly, knowledge and curriculum, course develops Understanding of 'Multiculturism and Assessment for learning paper gives knowledge of assessment system in school education.

In M.Ed, the paper ' Education as Field of study' reflects on multiple contexts in which various schools are functioning, likewise secondary education paper develops an idea about the structure and management system of secondary education at National and state level. Students analysis curriculum and evaluation system through Secondary Education course in M.Ed.

School Internship is designed to lead to the development of broad repertoire of perspectives professional capacities, teacher dispositions, sensibilities and skills. During the Internship the student teachers work as a regular teacher and participate in all the school activities, including planning, teaching and assessment interacting with school teachers, community members and children.

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 understandings 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 leaning, social adjustments and inclusive education.

The 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

182

2.1.1.1 - Number of students enrolled during the year

182

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

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

131

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

131

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

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

19

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

19

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

The PTET comprises of four parts namely A- Mental Ability / Reasoning. B- Teaching attitude and aptitude. C- General awareness and D-Language proficiency. Average of last qualifying exam (B.A / B.Sc./B.Com) and teaching aptitude and attitude scores (Part-B) are obtained and students are classified as low and high achievers. During the session 2022-23 66 numbers of students are classified as low achievers and 18 as high achievers. The needs of average students are also catered by the faculty from time to time.

The Tutorial in-charge counsel the weak students personally and provides academic support. Similarly, the high achievers are regularly motivated to excel in studies and achieve university merit position.

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	View File

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

Six/Five of the above

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

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

Two 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

17

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 member.

Practical courses often incorporate hands on learning experiences, such as sessions, workshops as stimulation. 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	View File

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

47

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	View File

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

Four of the above

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	Nil
Any other relevant information	View File

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 of 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 inclusively, 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 by encouraging and staff 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	View File

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

Five/Six of the above

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

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

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. Moreover, the collaborative nature of the classroom activities fosters teamwork, communication skills and empathy towards diverse perspective. 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.

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

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 possible	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

All of the above

through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

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

All of the above

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

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 of community 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

B.Ed. pupil teachers go for internship through ShalaDarpan portal as per the instructions of the State Government. After updating the college profile, pupil teachers are registered on the Shaladarpan portal. They fill school choice and after that they are allotted school directly by the Directorate, Raj. Govt. Jaipur which are displayed on ShalaDarpan. Pupil teachers 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).

For orienting the students for Phase-1 Pre internship programme is organised in the college. The students are oriented about the Teachingskills, Lesson planning, Use of ICT, Unit plan, Achievement Test & Preparation of TLM and for Phase II they are oriented about how to maintain various records of school and how to conduct various individual, group and community activities. Students performance is assessed during internship programme as per the criteria mentioned in the B.Ed. Syllabus. During the internship the students are placed in Swami Vivekananda Model School, Mahatma Gandhi School as well other Government Secondary and Senior Secondary school of the state.

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**163**

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	View File
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

13

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

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

INCLUSIVE EDUCATION -

It is necessary for a teacher to do teaching work to the current aspirations 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.

In NEP 2020 the changes and challenges taking place in education have been considered. Under this, many points have been considered related to teacher and teaching. One of this is inclusive education. An in-house discussion was organized on 8th January 2023. Dr.Tunisha Sharma expressed her views and other teachers also presented their views what new provisions have been made regarding inclusive education should be told to everyone so that all students can benefit from it.

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 is in the process of second cycle. Two incremental improvements are as follows:

Academic

(a) Innovative teaching-

During the internship programme, teachers demonstrated the lessons using ICT and motivated the students to make use of ICT while delivering simulated lessons.

(b) In order to implement the recommendations of NEP2020, an Extension Lecture on 'Heritage Education' was organized. The students were acquainted with, roles and responsibilities of teachers in conservation of culture and cultural heritage. This was followed by a visit to 'Bagore Ki Haveli' to give exposure and experiential learning to the students.

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	No File Uploaded

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 regarding programme 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

330

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 Initial 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 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's. Participation in co-curricular activities is observed by the teacher educator and constructive feedback is given for improvement in performance. Overall, the programme successfully addressed weaknesses and improved student teacher performance & prospects.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	View File

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)

0000

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

5

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

0000

File Description	Documents
Data as per Data Template	View File
• 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

5

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

573

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

644

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

644

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.

Outreach activities organized by the Institution-

1) On 5th August 2022 under Van Mahostav 2022, a tree plantation programme was organized by RMTTC in collaboration with VrixamAmratamSevaSansthan. Fifteen members of VrixamAmratamSevaSansthan were participated in this programme, 61 saplings were planted by VrixamAmratamSevaSansthan members and RMTTC. The objective of this plantation drive of VrixamAmratamSevaSansthan is to connect one lakh people for planting one Crore saplings.

2) On 22nd February 2023, an awareness rally was organized on water conservation. 127 pupil teachers, faculty members visited nearby localities and made them aware through slogans and explained them its importance.

3) On 11th May 2023 RMTTC in collaboration with VriksamAmritamSevaSansthan distributed 150 pots for birds to Pupil Teacher, Teachers, Alumni, community members and placed them at different locations in community.

4) A visit of 46 students to Bagore to Haveli was organized to create awareness regarding cultural heritage.

5) Regarding "Plastic Free locality ", 900 Paper bags out of old newspaper were distributed on 17.05.2023 to local shopkeepers and pedlars.

6) On 17.05.2023, a rally and a talk on road safety were organized in collaboration with the college and Aadhar foundation.

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

0000

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

0000

File Description	Documents
Data as per Data Template	No File Uploaded
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

One/Two of the above

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

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

At the time of commencement of college the intake capacity of B.Ed.was 60 students which has now increased to 180 students. The annual intake for M.Ed.course is 35.

Along with Academically qualified staff, college has a well-equipped Computer and IT Lab, Home science Lab, Science Resource Centre, Health & Physical Education and Yoga Centre, Arts & Craft Resource Centre and Social Science Resource Centre.

All Classrooms, Labs, Resource Centre are spacious, properly Ventilated and provision for proper natural lights along with sufficient numbers of lights and fans settings, it is also equipped with Black and green boards and other required facilities.

Institution has a well-equipped ICT resource centre 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.

Institute also has an assembly hall and a multipurpose hall which is used for the state, national seminars, workshops, conferences and other meetings. Assembly hall has a seating capacity of approx. 200 members.

Institution is also well equipped with a Library that has a sitting capacity of about 100 with a separate library cum reading room for the 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

13

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

7,22,100/-

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 Shodhgangaconsortium 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. Shodhganga, 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)

13603

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

107

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

The institution is equipped with high speed internet & WI-FI enabled campus. There are 2 LCD projectors, 2 Laptops, 2 OHP, Speakers, digital camera computer systems are upgraded as per the requirements of the college.

Accessibility:The staff and students have an access to internet

with a separate user name and password. In the college LAN and Broad band internet connections 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:

A. ?1GBPS

File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic 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/Otz8JEZb8GQ
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)

2133970.69

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

and 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 wide 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/2024/09/Development-Maintenance-Policy-2.pdf
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 the difference between the two E-content development Online assessment of learning

Three of the above

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

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

Nine or more of the above

Indicate the one/s applicable	
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
29	211

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

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

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

49

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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)

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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 that meets formally and informally. The purpose of student council is to give students an opportunity to develop the leadership quality and multifarious development of the students. The council plays a very important role in maintaining educational environment, discipline and institutional culture.

The members of the council are responsible towards the duties assigned to them according to their post. The patron of the council is the Principal of the college, who appoints the election officer. Election officer implements the whole process of election. The composition of student council consists of six posts viz. President, Vice-president, Secretary, Treasurer, Cultural and Literary Secretary and Games Secretary. Selected candidates take oath and play active role in the functioning of the institution

and also contribute for student welfare.

In the session 2022-23 the students selected for the different posts are: - President- Manisha Garg, Vice-president- Nupur Singh, Secretary- Krishna Menaria, Treasurer- Pooja K. Rathore, Cultural and Literary Secretary- Ishita Gurjar and Games Secretary- Nishtha Salvi.

The members of the student council contributed in the organization of cultural and literary activities including celebration of National festivals and important days.

Student council also actively participated in the various awareness programmes and ensured the support and active role of the students in the aforesaid programmes.

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

12

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

In compliance of the letter from NAAC, Bengaluru dated 11th Feb 2006 and keeping in the mind the necessity of forming Alumni in the institution, the association was formed on 08th March 2006.

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 an 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 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 2022-23:

1. Acted as judge: - Smt. Pratibha Sen and Smt. Naresh acted as the judges in Fresher's party organized on 16/12/22
2. Delivered motivational speeches: - Dr. Sushma, Dr. Mayuri Agarwal delivered motivational speeches on 21/11/22 and 28/11/22 respectively.

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

Alumni association of the college invites some of the alumni who continuously motivate & nurture special talents by providing a common platform for professional interest such as sharing of knowledge and experiences of their teaching. The alumni also support the institution whenever required. The alumni competent in different fields such as literature, dance & music, poetry, art, games & sports etc. visit the college frequently and motivate the students to enhance their participatory skills in the co-curricular and recreational activities along with the academics. The Alumni are added to the committees related to various activities in the Work Distribution of the institution. Thus the alumni act as an effective support system for institution.

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	View File
Any other relevant information	No File Uploaded

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

The 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 incharge.

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	View File

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

The organization always strives to improve its quality. In this sequence, a decision was taken to conduct value-added courses in the session 2022-23 to make girls self-reliant.

The objective of this value-added courses is to give the girl students an opportunity to work as per their interest and show their skills.

Keeping in view, the need of computer knowledge in every field of employment, basic computer course also a tailoring training programme were run for the students to increase their own, employment and source of income.

An exhibition of all the materials produced by the students participating in the value-added programme was organized and after the completion of the training, certificates were given to the students who completed the course.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://drive.google.com/file/d/1-ALRmC2_MaO7Rhhij9NZsL_yo_5llqDd/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 have been 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	View File
Any other relevant information	No File Uploaded

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

For the smooth conduct of educational activities, a committee related to each activity has been formed at the institution level.

For organizing Socially Useful Productive Work camp for B.Ed. Istyear students in the session 2022-23, meeting was conducted on 05.12.2023 in the Principal room with all the academic members.

The outline of the four-days programme of the camp was presented to the Principal by the activity related in-charge. In this four days programme activities based on art and craft, rally on the topic of water conservation, making useful things from useless things etc. were included.

After the suggestions received by the Principal in the meeting and the consent of the staff members, it was decided to organize this camp from 21st Feb to 24th Feb. The meeting minutes were sent to IQAC for further action.

The conduct and completion of the camp was done as per the scheduled time table under the guidance of the Principal, cooperation of all the staff members and participation of the B.Ed. Ist& M.Ed. Ist year students.

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	View File

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 outlook 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.
- Annual increment is given to staff.
- Staff are allowed to Ph.D. At present three faculty members are pursuing 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 existing employee's children's are eligible for a concessional fee to study 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 behaviour, 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 verify 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 2023

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)

1061100

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

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

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

A. The College has a staff council which includes all the faculty members of the institution. Academic calendar and work arrangement for the conduct of activities is prepared before the beginning of the session. Each and every activity is discussed in the staff council and after the completion of the activity post feedback meeting is held. The meeting minutes are then sent to IQAC for approval

B. 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.

C. The education committee of RMV organization also determine the strategies that promote quality in the field of teacher education. During the meeting of education committee in the session 2022-23 recommended to initiate the NAAC process.

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 the minutes of meeting of staff council; actively reports and feedback analysis of the programmes and directs the guidelines keeping in mind the innovative practices for quality enhancement. IQAC also analyse teacher's performance through self-appraisal reports.

Apart from staff council and IQAC 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	View File

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

2

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-2022-2023.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	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	View File
Any other relevant information	No File Uploaded

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

The Institution is in the process of second cycle. Two incremental improvements are as follows:

Academic

(a) Innovative teaching-

During the internship programme, teachers demonstrated the lessons using ICT and motivated the students to make use of ICT while delivering simulated lessons.

(b) In order to implement the recommendations of NEP2020, an Extension Lecture on 'Heritage Education' was organized. The students were acquainted with, roles and responsibilities of teachers in conservation of culture and cultural heritage. This was followed by a visit to 'Bagore Ki Haveli' to give exposure and experiential learning to the students.

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

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.

Energy Policy -

- The college is conscious and uses the electricity only if necessary. The college maintains natural environment in the campus promoting natural lighting and ventilation in classrooms.
- The college has 100% power back up facility, LED light

fixtures, maintaining air-conditioning and water coolers on optimum temperature settings, repair, reuse and frequent maintenance of equipments to ensure sustainable longevity.

- Under 'Save Power Approach', teaching and non-teaching staff as well as trainees are advised to switch off the lights, fans and electrical appliances whenever they leave the classrooms or whenever they are not in use.
- The college celebrates Earth Day, World Environment Day, Ozone Day through various activities to motivate and sensitize the students regarding different environmental issues.

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.

Waste Management Policy -

The institution has policy whose underlying philosophy is sustainable waste management. Dry garbage, wet garbage, e-wastes are segregated on a regular basis. Dry & wet garbage is collected regularly by the vehicles of Nagar Nigam for which membership fee is deposited to Nagar Nigam.

Organic-waste recycling pits have been installed in the backyard in which biodegradable waste is collected and further processed. The manure thus formed from the compost is used as natural fertilizer for the flora & fauna within the campus.

The old newspapers, old stationary, students' material etc. are sold out for the purpose of recycle. Teaching aids are donated to the practicing schools and sister institutions after internship. The college promotes plastic free campus.

E-waste is collected and segregated and sent off side for safe disposal. Old CD's are used for making wall hangings and decorative items by the students and shared with the schools.

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	Two of the above
File Description	Documents
Documentary evidence in support of each selected response	View File
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	View File
Any other relevant information	View File
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	
Managing environmental resources through optimal use is essential	

for sustainable development. Protecting environment is a part of institution's social responsibility for survival of humanity. The activities conducive to sustainability & environmental protection implemented in the college motivate students to observe various days of importance such as Ozone day. Environment Day, Earth Day etc.

Students engage themselves in regular clean campus practices like waste disposal, e-waste disposal & monitoring optimal water usage. Students also undertake activities involving reuse, repair & refurbishing etc. Environment protection & awareness campaigns are held in the college in forms such as poster-making competitions, essay writing etc.

Rallies & Nukkad Nattaks are organized to sensitize the community on environmental issues. The college has collaboration with 'Vrixam Amritam Seva Sansthan', an NGO working in the field of environmental protection for distribution of mediational plants, pots for birds & tree plantation thereby promoting green practices.

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

<p>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</p>	<p>Two of the above</p>
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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)

228417

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

1. Rallies and Nukkad Nattak based on social and environmental themes are organized for community awareness.
2. Social surveys are conducted during open-Air session to sensitize the students regarding social issues.
3. Field visits are organized to centers of cultural excellence, such as Bagor Ki Haveli, Nathdwara Sahitya Mandal, Statue of Belief (Vishwas Swaroopam) to inaccurate sense of cultural pride in the students.
4. Activities such as distribution of paper bags, pots for birds and distribution of Tulsi saplings were also conducted for community participation.
5. Guest lectures from Resource persons are also organized from

time to time on topics related to environment, health, nutrition, road safety, skill development etc.

6. Value added courses such as Basic Computer, Literacy and tailoring were organized for students and community.

During the SUPW camp resource persons from society were invited to conduct workshops on 'Best out of waste', tailoring, painting, cooking etc.

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

C. Any 2 of the above

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

Institution in one area of distinctiveness

College stands as a beacon of distinctive excellence in the field of education. Under the umbrella of co-scholastic activities, Institution has made collaboration with two NGO's- AADHAR FOUNDATION & VRIXAM AMRITAM SEVA SANSTHAN in order to connect the college with the communityand reflect our commitment to social service, and also nurturing a sense of empathy.

1. AADHAR FOUNDATION - There is a rapid increase in the number of road accidents. Keeping this in view the college felt a need to develop awareness about road safety measures, so the institution decided to join hands with Aadhar foundation and contribute to the noble cause. In this regard lecture by the Regional Transport Officer (RTO). Sh. Bamania Ji was organized for pupil teachers to orient them about the status

of tremendous increase in road accidents which lead to either loss of family members or massive injury to the person.

2. VRIXAM AMRITAM SEVA SANSTHAN- The college also joined hands with a leading NGO in the field of environmental protection, promoting green cover in the locality and enhancing green initiative. In this regard, distribution of plants, distribution of pots for birds were organized.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded