



YEARLY STATUS REPORT - 2023-2024

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 **Dr.. 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

- Web-link of the AQAR: (Previous Academic Year) [https://www.rmttc.com](https://www.rmttc.com/uploads/2024/09/calendar-20_compressed.pdf)
https://www.rmttc.com/wp-content/uploads/2024/09/calendar-20_compressed.pdf

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/calendar23-24_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/PMMMNTT 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. Action Research on 'Hindi spelling errors. 2. Organization of New value added course as per students need. 3. Organization of Teaching competition. 4. Infrastructural development- Smart class. 5. Induction programme for Newly appointed teachers.

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. Organization of new value added courses 2. Action Research on Hindi spelling errors 3. Organization of teaching completion 4. Induction Programme for newly appointed teachers 5. Establishment of smart class room 6. Collobaration with other teacher training institute 7. Strengthening feedback mechanism</p>	<p>? ? Mehndi Art Course- 71students got registered. ? Make up art course - 93 students got registered. ? Pretest and posttest conducted on B.Ed. I Year students and 85% of participated students learnt to write around 60 words correctly. ? B.Ed. II Year students participated in teaching competition organized on 13.5.24 ? Induction programme was conducted on 16,17,18 Oct.'2023, pedagogical induction was conducted 20th Oct & 2nd Nov.;2023 for two new faculty members. ? Under ICT resource center a room has equipped with smart class facility. ? An MOU was signed with Nimbark Teacher Training College for faculty exchange programme on 19-04-2023. Feed back for : ? Art & Drama in Education (Skill based Paper) ? A feed back for alumni</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
• 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	Dr.. 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)	https://www.rmttc.com/wp-content/uploads/2024/09/calendar-20_compressed.pdf				
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/calendar23-24_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/PMMMNTT 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			View File		

IQAC		
9.No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> (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	
<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
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Plan of Action	Achievements/Outcomes
<p>1. Organization of new value added courses 2. Action Research on Hindi spelling errors 3. Organization of teaching completion 4. Induction Programme for newly appointed teachers 5. Establishment of smart classroom 6. Collobaration with other teacher taining institute 7. Strengthening feedback mechanism</p>	<p>? ? Mehndi Art Course- 71students got registered. ? Make up art course - 93 students got registered. ? Pretest and posttest conducted on B.Ed. I Year students and 85% of participated students learnt to write around 60 words correctly. ? B.Ed. II Year students participated in teaching competition organized on 13.5.24 ? Induction programme was conducted on 16,17,18 Oct.'2023, pedagogical induction was conducted 20th Oct & 2nd Nov.;2023 for two new faculty members. ? Under ICT resource center a room has equipped with smart class facility. ? An MOU was signed with Nimbark Teacher Training College for faculty exchange programme on 19-04-2023. Feed back for : ? Art & Drama in Education (Skill based Paper) ? A feed back for alumni</p>
<p>13.Whether the AQAR was placed before statutory body?</p>	<p>No</p>
<p>• Name of the statutory body</p>	
<p>Name of the statutory body</p>	<p>Date of meeting(s)</p>
<p>Nil</p>	<p>Nil</p>
<p>14.Whether institutional data submitted to AISHE</p>	
<p>Year</p>	<p>Date of Submission</p>
<p>2022-23</p>	<p>30/01/2024</p>
<p>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 opportunities 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 multidisciplinary in nature.

16.Academic bank of credits (ABC):

The University Grant Commission (UGC) issued the Regulations, 2021. For the establishment and operation of the Academic Bank of credits in Higher education. The Academic Bank of credit is a transformative concept that aims to provide students with more flexibility in their education. It operates on a credit-based system, allowing student to accommodate academic credits that can be transferred and recognised by various institution. The innovative approach empowers students and assists institutions in meeting the evolving quality standards set by NAAC. Academic Bank of Credit (ABC) allows students to choose courses from different institution fostering dynamic learning experiences. The credit system enable the seamless transfer of credits earned by the students. NAAC values the ease with which students can move between institutions while retaining the value of their earned credits. Academic Bank of Credit (ABC) acknowledge and value prior learning experiences. This recognition is aligning with NAAC's appreciation for institutions catering to their students diverse educational backgrounds. Academic Bank of Credit (ABC) promotes lifelong learning, which is a key aspect of NAAC's

vision for institutions. Encouraging students to continuously update their skills and knowledge reflects positively on an institution's accreditation process. 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 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

345

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 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	0
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	164
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	339
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	181
File Description	Documents
Data Template	View File
2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	1052071.02
4.2 Total number of computers on campus for academic purposes	25
3.Teacher	
5.1	21

Number of full-time teachers during the year:		
File Description	Documents	
Data Template	View File	
Data Template	No File Uploaded	
5.2	28	
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		
<p>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 an annual plan for their work. All in-charges provide annual planning to IQAC. In the first meeting of IQAC, the plan of all the in-charges are discussed and in the second meeting the Action taken Report is discussed. The annual calendar is prepared according to the annual plan and allotment of internship for 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 staff members are informed through notice regarding the prepared annual plan, work distribution, academic calendar and time table. The prescribed time table is changed according to the internship allotment of the students.</p>		

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

B. Any 5 of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which

A. All of the Above

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://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	View File
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

02

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

02

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

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

164

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

164

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

One of the above

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

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

01

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

01

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

1.3 - Curriculum Enrichment

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

The fundamental and coherent understanding of the field of teacher education is given by all theory courses of B.Ed. and M.Ed. programme during Student Induction programme and Teachers orientation programme . In Morning Assembly many activities are conducted to inculcate moral values, Yoga, Meditation and sports activities are organized for physical and mental development of students. Cultural activities and celebration of important festivals develop moral and cultural values. Students are trained for real school teaching during pre practice and practice teaching phase. Before relieving for Phase II Internship, students are trained to perform academic as well as office work. S.U.P.W. Camp enhances creativity, values, awareness about society and skills.

Students are given sessional works to enhance academic learning. M.Ed. students develop skills through workshop on professional writing and communication skills. Students get field experience by "In-Service Training Programme" and Open air. Research seminar and workshops are conducted to develop research skills among students. Value added courses are organized to develop employability skills.

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

M.Ed. and B.Ed. students are familiarizes with the diversities of school system in India by various activities. Development of school system is taught in all pedagogy and theory papers by respective teachers. Through the pedagogy courses in the theoretical part the students get the understanding of course objectives, text books and syllabus of different level of schools such as Secondary and Sr.Secondary level. Students have to

analysis book, syllabus and question paper of Secondary and Sr.Secondary level in Pedagogy sessional by this they get knowledge of RBSC and CBSC syllabus, books and evaluation system. Students get knowledge about Indian Educational Policies through theory papers.

School Internship is so designed that it lodes to the development of broad repertoire of perspective of professional capacities, teacher disposition, sensibilities and skills. Institutional planning is taught in college by they get knowledge of school planning. During the internship the student teachers work as a regular teachers and participate in all the school activities, including planning, teaching and assessment interacting with school teachers, community members and children's.

CBSE school visit is also done by which students familiarized with the functioning and assessment system of CBSE.

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 of Teacher education Programmes are designed to aspiring educators with the knowledge and skills for effective teaching.

The pre-practice teaching phase which includes activities like various skills practice, attending workshops on TLM, Art & Craft and ICT, demonstration lesson by faculty professionally preparing students.School internship phase ll develop the students as professionally. In this period students get the knowledge and experience of classroom teaching,office performas, community services and many other activities .All the important festivals are celebrated in the college by this students learn to conduct

the programmes and they develop their moral and social values. Field trips, open air session, SUPW Camp and community engagement programme help teachers to improve the social and life skills.

All the theory papers give the knowledge of various Philosophical schools' thoughts, understanding child development, psychological principles and learning theories, social adjustments, inclusive education and motivation strategies.

Participation in seminars, conference, workshops to acquaint them with means of professional development.

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	Two of the above
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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
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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

181

2.1.1.1 - Number of students enrolled during the year

181

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

145

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

145

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	No File Uploaded
Any other relevant information	No File Uploaded

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

9

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

9

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 assessed and students are classified as low and high achievers. During the session 2023-24, 54 students were classified as low achievers and 14 as high achievers. The needs of average students were also catered by the faculty from time to time.

The Tutorial incharge council 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	No File Uploaded

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

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

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

10:1

2.2.4.1 - Number of mentors in the Institution

19

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 concept and theories in a systematic manner facilitated by expert faculty members.

To name a detailed list of course description and the modes of teaching learning involved are as follows :

a) A group discussion on Contemporary India and education, childhood and growing up, learning and teaching, educational management, pedagogy of history, mathematics and health & physical education.

b) Mobile learning was adopted for understanding the course description on language across the curriculum.

c) Brainstorming session on educational management and creating an inclusive school.

d) Problem solving method on pedagogy of political science.

e) Lecture cum demonstration in drama and art in education.

E-learning platform 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. In this respond -

f) Field work, communication skill, demonstration lesson in practice teaching were also conducted.

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

13

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

89

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

Five/Six of the above

various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

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

At our college the students are taught working in team. Under mentors groups and SUPW Camp, students work in team. In mentor group the students are divided into small groups, under this group only the students work for SUPW Camp and Art & Craft activity. SUPW is performed jointly by students. Also by working as a team the feeling of collectiveness is incorporate. The students also performed various activities under this group.

The mentor group was distributed into 15-16 small groups. In one group there are 10-11 students. In this group the students come up with personal, education related and social issues if any and are being heard and issues are solved accordingly, by the teachers who also act as a guide for the students. After considering students need and their diversities the issues are taken care off. Special lecture was organized on 09.03.2024 by Prof.KailashSodani, Honourable Vice Chancellor, VMOU, Kota on NEP 2020.

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	Four of the above
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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

<p>2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students</p>	<p>In out institution mentoring is provided in mentor groups. All the faculty members deal with students diversity. Mentor group helps in dealing with students diversity, balancing home and work stress of students. B.Ed. I & II year students were divided in 18 groups. All the teachers help students in their educational and family problems. Classes were taken in different rooms. B.Ed. II year mentor classes were conducted online also.</p> <p>Pre-Practice teaching programme is the best part of our institution. In this programme micro teaching, simulated teaching, ICT workshop, demonstration lesson were conducted. All the subject supervisors guide their pedagogy subject students in order to prepare them for teaching job as well as help them develop</p>
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professional skills and competencies for teaching as a profession.

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 possibl	View File
Any other relevant information	View File

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as
Formulating learning objectives
Content mapping
Lesson planning/ Individualized Education Plans (IEP)
Identifying varied student abilities
Dealing with student diversity in classrooms
Visualising differential learning activities according to student needs
Addressing

Ten/All of the above

<p>inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</p>													
<table border="1"> <thead> <tr> <th data-bbox="70 371 539 450">File Description</th> <th data-bbox="539 371 1436 450">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="70 450 539 517">Data as per Data Template</td> <td data-bbox="539 450 1436 517">View File</td> </tr> <tr> <td data-bbox="70 517 539 618">Reports and photographs / videos of the activities</td> <td data-bbox="539 517 1436 618">View File</td> </tr> <tr> <td data-bbox="70 618 539 759">Attendance sheets of the workshops / activities with seal and signature of the Principal</td> <td data-bbox="539 618 1436 759">View File</td> </tr> <tr> <td data-bbox="70 759 539 860">Documentary evidence in support of each selected activity</td> <td data-bbox="539 759 1436 860">View File</td> </tr> <tr> <td data-bbox="70 860 539 931">Any other relevant information</td> <td data-bbox="539 860 1436 931">View File</td> </tr> </tbody> </table>	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	
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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												
<p>2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as 'anchor', 'discussant' or 'rapporteur' Classroom teaching learning situations along with teacher and peer feedback</p>	<p>All of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="70 1384 539 1462">File Description</th> <th data-bbox="539 1384 1436 1462">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="70 1462 539 1529">Data as per Data Template</td> <td data-bbox="539 1462 1436 1529">View File</td> </tr> <tr> <td data-bbox="70 1529 539 1709">Details of the activities carried out during the academic year in respect of each response indicated</td> <td data-bbox="539 1529 1436 1709">View File</td> </tr> <tr> <td data-bbox="70 1709 539 1783">Any other relevant information</td> <td data-bbox="539 1709 1436 1783">View File</td> </tr> </tbody> </table>	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					
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												
<p>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</p>	<p>All of the above</p>												

Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations	All of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams	All of the above

**and helping them to participate Involvement
in preparatory arrangements
Executing/conducting the event**

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

161

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**21**

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	No File Uploaded
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**15**

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**21****2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year****21**

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

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

colleagues and with other institutions on policies and regulations

Today a lot of innovations are happening daily in the field of education. In the present time it is important for teachers to keep upgrading their knowledge along with it sharing of knowledge is also important. Because knowledge is important so an in-house discussion was organized on the topic "Techniques of Motivation" on dt.08.01.2024. Under this discussion a number of 53 teachers from the entire sister concern of RMTTC participated to name: The Vision Academy, RMV Girls school, Primary School, and College. Discussion was made that to motivate students, the different methods that to be used are; Sports method, Display method, Project method, group discussion etc. and there importance was discussed.

Under this discussion all the important details were shared to the staff members and everyone was benefited.

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

2.6 - Evaluation Process

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

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

1. Students attendance is reviewed periodically and students reporting shortfalls are informed by mentor.
2. Under formative approaches teachers generally assign marks to students for their assignments, sessionals, co-curricular activities and regularity in all activities.
3. Internal assessment is done for all students as per the University criteria.
4. Cumulative records of students participation in various activities is maintained.
5. The faculty as mentor is personally involved to help students to prepare the sessionals and assignments. Corrections and modifications are constantly done.

- 6. Internal Examinations are held at the end of each year. The answer sheets are shown to the students and adequate verbal and written feedback are provided bilingually.
- 7. Curriculum enhances skills through practical sessions placed in Drama & art in education, Critical Understanding of ICT, Open-air/ SUPW camp, Understanding the self, internship and Health & physical education.

In M.Ed. assignments and field work are evaluated as per University criteria.

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

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

Four of the above

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

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

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

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. The cell attends to cases, 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	No File Uploaded

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

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	No File Uploaded
Certified report from the Head of the Institution indicating pass percentage of students program-wise	No File Uploaded
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	View File

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

000

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

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

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

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	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	
0	
File Description	Documents
Data as per Data Template	No File Uploaded
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded
3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)	
0	
File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded
3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work	One of the above

Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

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

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

One of the above

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

3.2 - Research Publications	
3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year	
2	
File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded
3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year	
1	
File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	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	
3	

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

426

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

436

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

436

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.

Under the outreach activities for the year 2023-24, below mentioned activities were organized.

- On the basis of the advertisement published in Rajasthan Patrika regarding Rajasthan school education association in collaboration with RSC, ERT collaborations and organized a 3 days District Level Science Fare started on 22-09-2023. 49 Pupil teachers and teachers of RMTTC made observations.
- Under the Banner of 'Clean India Mission'', an awareness rally was organized on 06.05.2024. In this rally 130 students, Principal and teachers participated and the students recited Slogans on 'Clean India Mission' in order to aware the community.

College organized a cleanliness awareness campaign on 22.05.24 at Gulabbagh where 145 students did Shramdan along with teachers, during this activity the students collected polly bags, plastic bottles, wrappers and threw them in dustbin. The students also oriented the community members regarding importance of hygiene and sanitation.

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

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
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

3

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

3

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

2

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities

Three/Four of the above

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

The College is well equipped with infrastructure facilities. The college satisfies all the conditions and norms for teacher training colleges given by NCTE for accommodation of two years M.Ed.,B.Ed. courses. Some of the important structural facilities are given below :

- ICT Resource Centre- It is equipped with a server and 30 systems with high configuration and LAN connection. The well-furnished centre is a main supportive facility for the students since the curriculum involves technological aspects, projects etc.
- Internet Facility- The faculty members and students have free access to the internet and Wi-Fi.
- Smart Classroom- Under the ICT resource centre smart classroom is established. Laptop, Projector, Wireless Router is purchased for this purpose.
- Psychology Lab - The lab for psychology consists of questionnaires, inventories checklists etc; made available as a resource of reference for research.
- The college is also equipped with assembly hall and

multipurpose hall. The hall is used for the State as well as National seminars, workshops, conferences. It has a seating capacity of approx. 200 members.

- Library- Institution is well-equipped with library sitting capacity of about 100 with a separate library cum reading room for M.Ed., B.Ed. students.
- Stadium- Institution has a huge stadium for conducting activities like Games and Sports, Celebration of National festivals. Along with academically qualified staff, the college has Home Science Lab, Science Resource Centre, Art & Crafts Resource Centre, Physical Education and Yoga Centre and Social Science Resource Centre.

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	https://www.rmttc.com/wp-content/uploads/2024/09/rmttc-2-1.jpg
Any other relevant information	No File Uploaded

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

82304.8

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.

Library is automated using Library Management System. Library. The software is thus maintained by PHP data content. Books are barcoded with catalogued. The card structures information about a book, author and other details. The software facilitates transaction and issue of book. The software is well-equipped as a carrier of all textual material such as books, periodical articles, web pages, power point presentation, video clips etc. Users have access to these via the searchable online access to INFLIBNET, it was provided to both faculty and students. The access to E-Journals, Shodhganga, E-Books and Databases provide a great platform to work.

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

One of the greatest strengths of the college is its Library resources. It is richly adorned with Books, Journals & Periodicals. The college subscribes to INFLIBNET and both faculty and students have access to online books and Journals, Articles etc.

Library is a collection of digital objects like Books, Magazines and videos that can be accessed online. Digital Library can help you in searching for research topics, stay connected with current developments in the field and access rare materials. Library can support learning and teaching by providing a variety of educational resources. Library allows users to interact with resources, which can promote knowledge exchange a collaborative project.

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	View File
Any other relevant information	No File Uploaded

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

38402

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

292

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

One of the above

as gifts to College	
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	
<p>The college provides ICT facilities for the students and teachers during working hours. One smart classroom was established.</p> <p>The staff and students were introduced to access internet with a separate user name and password. As a part of the automation process, the institution has installed a biometric attendance system and CCTV cameras for surveillance are installed.</p> <p>The Wi-Fi connections made available in the college in 2020 was modified. The WiFi connection is from BSNL Broadband Internet plan option Filro up to 300 GB CUL Monthly with a static IP</p>	
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	View File
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
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
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File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://youtu.be/r5171Eta8G0
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/m3bfNalNVZU
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)
1052071.02

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

Maximizing the utility of the material resources available for the goal of the society in the guiding principle of our policy in maintaining and utilizing and sharing our physical, academic and support facilities. The maintenance of the building and equipment, the modifications and repairing are done at appropriate timing under the supervision of head of the college. The non-teaching staff is involved in sanitation, light and sound, keeping of tools and equipment, reporting the defects and non-working conditions etc. An AMC is maintained for ICT resources like ICT smart, CCTV cameras and website.

The computer facilities are maintained by technically skilled experts called for as and when required. The entire college community works as a team for the maintenance and beautification of the college building and the campus

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

Four of the above

**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**

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

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

Nine or more of the above

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

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

A. All of the above

grievances Timely redressal of the grievances through appropriate committees	
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
9	174

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).

31

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)

0

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

5.3 - Student Participation and Activities

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

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

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. The members of the council also play important role in the celebration of national days, festivals birth anniversary of national leaders, other co-curricular activities, etc. organized throughout the academic session.

In accordance with the order received from the State Government dated 12/08/2023, it was decided not to conduct the elections of student council at the college level in the session 2023-24. Though the elections couldn't be conducted yet the representatives of the students actively participated / performed in conducting / organizing the curricular and co-curricular activities throughout the year.

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

19

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

Alumni Association was formed on 8th March 2006 with the aim of active participation of the pass out students in the college. Every year pass our students are added to the association.

The Alumni are informed about the various activities of the college through Phone and WhatsApp and they are also invited to participate in those activities. The Alumni come to the college and support in the development of the college.

The meetings of Alumni association are also conducted time to time regarding the activities:

- In the session 2023-24 also a meeting was conducted on 15-02-2024 regarding a very important activity of B.Ed. curriculum i.e. S.U.P.W. camp. President of Alumni Association Ms. Heena Paliwal and members Dr.Sushma Singh, Ms.Neeta Ameta, and Ms. Kanupriya actively participated in the meeting.
- Similarly in the meeting related to cultural and literary week, Alumni Ms.Preeti Jain, Ms.Dimple Bilolia, Ms. Khushwanti were invited to suggest for successful organization of the aforesaid activity.
- The Alumni tried to motivate the students by actively participating in the planning & implementation of various activities conducted in the college.

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	No File Uploaded
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 acts as an effective support system to the college. The suggestions given by the Alumni help the Institution to progress and in addition to that the area specialization of the alumni is beneficial for the students of the college.

The Continuous presence of the alumni in the various curricular and co-curricular activities of the college, boost the morale of the students. This harmonises the link between Alumni and present students.

When the students (New comers) enter the professional course (B.Ed.) they have stress, anxiety and fear about the training aspects, curriculum, activities etc. The alumni of the college share their experiences with the new comers to make them feel

relaxed and motivate them to be regular and actively participate in the activities.

The other activities in which the alumni effectively supported the institution in the session 2023-24 were:

- Alumni acted as Judges in fresher party and cultural and literary programmes. Alumni played an important role in celebration of various festivals like 'Garba Mahotsav' in which Alumni taught Garba steps to the students and helped them in maintaining discipline.
- Assisted the resource person during the S.U.P.W. camp.
- Participated in community welfare programmes such as plantation.

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 vision and mission statement of Rajasthan Mahila Teachers Training College of teacher education to empower women's. The vision and mission of the institute reflected through the working of various cells and committees.

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 the college Rajasthan Mahila Teachers Training College, we facilitated 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.

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.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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

In the present scenario the importance of Teaching & Learning has been changed from traditional means to the well advanced ICT resource. The B.Ed., M.Ed. local college teachers and staff members have recommended to build smart classes under the ICT resources.

As a result, the students would be able to present their course plan. Its importance is to bring change in the students learning technique, utilization of time properly, to make learning & teaching interesting to make students motivated towards learning and to generate the importance of discussion among students. And also it would be quite helpful for all the academic staff.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://drive.google.com/file/d/1lIJTgH4r55TXkZEHywMYtAZowx65SqXU/view?usp=drive_link
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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.

The institution has a well-defined administrative structure and policy guidelines that govern its effective functioning.

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.

The Principal entrusted with the responsibility of managing the day-to-day affairs of college. 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	View File

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

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.

A meeting was organized in the presence of all academic members to form a committee and organize a cultural and literary week. After the discussion with all staff members a detailed list of cultural and literary activities was enlisted like Mehndi, Rangoli, Poetry, Solo Dance, Group Drama, Extempore etc., the dates of each events were decided and the students were informed accordingly.

For ensuring a transparency in the event, the alumni students were appointed as the Judges. The cultural and literary event was organized from 05.03-24 to 11.03.24.

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 institution has a tradition of providing the facilities and support to its employees which provide them the best ambience and work culture.

Academic and professional welfare measures included are as follows:

- The Institution gives academic freedom to staff members, provides funds for faculty development programmes, provides academic leave for attending seminars, and workshops.
- Congenial atmosphere is provided in the staff room for peace and tranquility.
- Annual increment is given to staff.
- Staff are allowed to Ph.D. At present three faculty members are pursuing their Ph.D. research work.
- PF and ESI facility is also provided.
- Provision of Medical, Casual, Privilege and Academic leave.

- Gratuity is given on completion of service period.
- The college has well-furnished staffrooms, drinking water facility, air coolers and clean washrooms.
- Staff is also provided with separate cupboards for storage of books, stationary and files.
- The existing employee's children's are eligible for a concessional fee to study in the Institution.
- Uniform is also given to class IV employees in the Institution.

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	View File

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

0

File Description	Documents
Data as per Data Template	No File Uploaded
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

7

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

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

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

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

Every year the management assesses the performance through self-

appraisal method. This is one mechanism used by the management to motivate and inform the staff about their performance and required areas for development.

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

6.4 - Financial Management and Resource Mobilization

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

External auditor is appointed by the management of the institution for conducting audit. The auditor carefully verifies the Income and Expenditure details.

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 2024

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)

1595500

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 institution always finds out suitable sources for the mobilization of funds. 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, alumni registration 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.

From the income received, honorarium is also given to the

employees, expenses are also done on the repair and maintenance of electric, water, computers and other equipment in the institution, Administrative expenses are also incurred in the institution along with stationary, printing, Vehicle expenses, bank charges and in office post. Guarding and advertising are also spent on.

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

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

6.5 - Internal Quality Assurance System

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

IQAC of the college works for the quality enhancement of teaching-learning process and efficient internal coordinations of difference programmers. The meetings of IQAC are held to review the proposed planning of different programmes for the upcoming year, provide directions for the effective implementation of the aforesaid programmes.

The committees dealing with various activities implement the IQAC guidelines and present their reports and after reviewing the related reports IQAC gives appreciation / suggestions for quality improvement.

IQAC Initiatives Include: -

- 1) Discussion on Annual Plan of the upcoming year.
- 2) Review of Annual Plan at the end of the session.
- 3) Improvement in curricular, co-curricular and Mentoring activities.
- 4) Research and Development.

- 5) Motivates community contact programme.
- 6) Strengthening feedback mechanism for different activities.
- 7) Promoting Capacity Enhancement Programme for faculty.
- 8) Developing infrastructural facilities.

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.

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

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

4

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-2023-2024.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 :

1) An action research on Hindi spelling errors was conducted in the month of October'23 (Pre-test) and January'24 (Past test) on B.Ed. I year students. Total 88% of student learnt to write around 60 words correctly.

2) In the session 22-23, value added courses were initiated. In the session 23-24, on the basis of students demanded two new courses were conducted Mehndi art course with 71 registration and Makeup art course 93 registration.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Rajasthan Mahila Teachers Training College is very much proactive and committed regarding energy conservation to protect and nurture the environment. The college aims to ensure sustainable use of resources and prevent wasteful practices. The college has initiated in its campus the practice of saving the energy resource by using LED light fixtures in the form of bulbs, tubes etc. The switch boards are tagged with energy conservation slogans. This has a great impact on the mind-set of students on energy conversation. Students are instructed to switch off lights and fans when not in use. Computers are used on reduced brightness and are kept on stand-by mode when idle. The college promotes use of natural lighting and ventilation. College has installed solar panels as alternate source of energy. Water-pumping motor is automated to prevent wastage of current and water due to overfilling of tanks.

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

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

Sustainable development has become a central element in the works of national and international concerns. From this perspective, focus is more and more on protecting environment and society. So waste management is a sensitive area for all organizations including educational institutions. The college adopts various practices for waste management-

- Paper waste is collected and given to agents for recycling purposes.
- Drains are periodically checked and cleaned for waste water disposal.
- The college has a well-maintained lawn which helps natural rainwater harvesting. It holds the earth's water capacity and filters more rainwater towards the ground.
- Separate bins are installed for collection of bio and non-biodegradable waste.
- College follows 'Plastic-free Campus' policy. All students and faculty members are being encouraged to carry paper / cloth bags.
- Dry leaves and plant waste are collected and dumped in an organic recycle bin and the bio-manure prepared is used for college garden.
- E-waste is collected and sent off-side for safe disposal. The unserviceable electronic wastes are sold to licensed purchasers for recycling. Old CD's are used for making wall hangings and decorative items by the students and shared with the schools.
- Communication between students and teachers is done through electronic means to reduce paper use.

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

The Institution's Green campus initiatives have been creating positive impact on the surrounding lush green campus is one of the attractive features of the institution. There are a number of trees and shrubs in the campus. Green Lawns are well maintained by an efficient gardener. Institution also has a dedicated sweeper for maintenance of cleanliness and proper sanitation. Dustbins are placed at different places in the campus for disposal of wastes. Eco-friendly sanitary napkin burning machine is installed in the girls' toilet for its safe disposal.

The Institution prohibits usage of single use plastic for a plastic free campus. Staff and students are made aware to reduce

waste and to dispose them in the right manner. For Liquid Waste Management, the college has a good drainage system in the campus.

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

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

Two of the above

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

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

2,84,057

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

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and

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

The institution continuously strives for educating its students and faculty of its responsibility towards the local environment and the community. For this, students were taken to 'Vigyan Samiti' to attend a lecture on "India's Space Journey: From the beginning to Chandrayan-3". Students were taken to district level Science Fair organized by RSCERT and Rajasthan School Education Parishad where they observed working models on communication and transportation, space, life and environment, health and nutrition etc. The students were taken to Government Fateh Sr.Sec.School for a visit to 'Developed India, Determined India; Multimedia Exhibition' where they were acquainted with all the welfare schemes run by Central Government. To create awareness on cleanliness, a rally was organised on 'Swachh Bharat Abhiyan' and Shramdan Program was organized in nearby locality. The students were also benefitted by various extension activities conducted by eminent resource persons from the locality such as 'iStart Programme' was organised to encourage innovative thinking about various vocational fields. Health talk on 'Life Goals', extension lecture on NEP 2020 was organised which emphasized use of mother tongue in education.

A rally on 'Voter Awareness' was organized in local community followed by distribution of paper bags in locality which were made by students.

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

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

B. Any 3 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	View File
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 PRACTICES - I

1. Title -Mentorship

2 Objective:

- To support mentee for personal, academic development and achieve vision of institution.

3. Context:

The nature of students' background i.e. catering to different socio-cultural, economic and academic diversity necessitates mentoring as one of the best practice.

4. Practice:

In mentorship, each faculty is assigned with the task of mentoring 10-12 students wherein Mentor keeps track of mentee's personal and academic development and solve their grievances.

5. Evidence of Success:

Improvement in mentees communication skills and academic performance was seen.

1. Problems encountered-

Academic pre-occupations of faculty makes it difficult to devote adequate additional time to mentees.

BEST PRACTICE - II

1. Title: PRE- PRACTICE TEACHING

2. Objective:

To provide opportunities to student to learn teaching skills and provide

constructive feedback to them.

3. Context :

Pre-Practice Teaching involves training in specific teaching skills, providing constructive feedback and preparation of achievement test.

4. Practice:

Pre-Practice Teaching was conducted in two phases in current academic year as per schedule. After completion of programme, students are equipped scientifically to incorporate different skills in teaching process.

5. Evidence of success:

The positive feedback for students collected from Principal and Mentors.

6. Problems Encountered:

If faculty remained absent, proper guidance and supervision of the students could not be made available.

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

Learning outside the classroom is essential, and for this, the college feels it is important to address the concept of 'education beyond the classroom' by involving the students in extension activities. Every year, college plans and implements various extension activities that address issues of health, hygiene awareness, personality development, awareness about startup programmes, girls' skill development programmes, and important highlights related to NEP 2020.

This year, an 'iStart Programme' was organized to make students aware of LMS. The programme encouraged innovative thinking among youth about various vocational fields. Extension lecture on 'Life Goals' was also held emphasizing developing generosity, optimistic thinking, thereby promoting mental peace.

To develop a sense of pride for Indian culture as well as to identify one's own innate potentialities, an extension activity on, 'Girls Skill Development Programme' was conducted by Gayatri Trust Shanti Kunj, Haridwar. To create awareness about personal health and hygiene, a health talk was organized addressing common health issues related to women at all stages.

An extension talk on NEP2020 was held for students, faculty, and members of executive committee and sister concerns emphasizing the use of mother tongue in education and developing a sense of pride for Indian culture and philosophy.

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