



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

REGIONAL INSTITUTE OF EDUCATION

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305004

rieajmer.raj.nic.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Regional College of Education, Ajmer was set up in the year 1963 as one of the constituent units of NCERT. Later it was renamed as Regional Institute of Education (RIE), Ajmer in the year 1995. Since its inception the Institute has been supporting the educational departments of the states and UTs of Northern Region in improving the quality of school education through its capacity development programmes of the key resource persons and senior functionaries of education, educational researches, extension activities, etc. The states and UTs under its jurisdiction are Haryana, Himachal Pradesh, Jammu and Kashmir, Punjab, Rajasthan, Uttarakhand, and Uttar Pradesh, the National Capital Territory of Delhi & the Union Territory of Chandigarh. The Institute is affiliated to the Maharshi Dayanand Saraswati University, Ajmer and its pre-service teacher education programmes are recognized by the NCTE, New Delhi. The Institute has been accredited with **A+ grade** by the NAAC in the year 2017.

The Institute offers Four Year B.A.Ed., Four Year B.Sc. B.Ed., Two Year B.Ed., Two Year M.Ed. programmes. In addition, a Diploma Course in Guidance and Counselling is also offered in face to face and online mode for which the Diploma is also provided by the NCERT, New Delhi. The faculty of the Institute is also guiding research scholars enrolled for Ph.D. with M.D.S. University in different subjects.

Vision

The Vision of the College is reviewed and redefined in view of changing national and global trends in education. Goals are set to attain the objectives enshrined in national policies and documents for higher education. In the present context, the vision of the college is:

- Nurturing and ensuring excellence, quality and inclusive growth in school education and teacher education.
- Contributing to national development by serving the cause of social justice, ensuring equality and increasing access to higher education. Following the “Education for All” objective of the nation, through the reservation policy, every section of the society is given equal opportunity.
- Fostering global competencies by developing high caliber at nationally comparable and internationally acceptable standards with innovative, creative and entrepreneurial capacities. To realize this objective networking with the neighboring institutions and fostering a closer relationship.
- Inculcating value system among students through its entire campus experiences and multifarious activities to enhance the qualities of co-operation and mutual understanding.
- Promoting the use of technology as a learning resource as well as managing the activities of the institute. The institutional website giving all the relevant information.
- Quest for excellence through establishment of IQAC for quality sustenance and enhancement in the process of teaching and learning, their linkages with the core values proposed by NAAC.

Mission

- Innovating and evolving ways and means befitting the emerging scenario in school education to uphold the value & enshrined in the Indian Constitution.
- Ensuring the implementation, monitoring and evaluation of educational programmes and policies of Government of India and NCERT.
- Catering to the educational needs of the Northern Region comprising states and UTs, (Haryana, Himachal Pradesh, Punjab, Rajasthan, Uttarakhand, Uttar Pradesh, Delhi, Chandigarh, Jammu & Kashmir and Ladakh).
- Facilitating and undertaking research, development and training for the holistic development of school education and teacher education.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

As an advanced and pioneering institute of education of the northern region of the country, it tries out innovative pre-service programmes and promotes research, develops instructional material and imparts training to in-service teachers in various school disciplines and the methods of transacting them. The institute follows a dialogic process with its stakeholders and has a strong system of collecting feedback from students. The continuous evaluation and suggestions given by the students are regularly analysed and appropriate action is taken to incorporate such suggestions into all aspects of functioning in the institution. It has a 'zero-tolerance policy' towards women harassment. It has a ragging-free campus. The institute admits students from diverse backgrounds which promote a composite culture in the campus. An active Internal Quality Assurance Cell (IQAC) plays a pivotal role in monitoring, growth and provisions of the overall quality of the institution. The Placement Cell constantly provides a vibrant platform to meet the different needs of students. It is a plastic-free campus. The campus is equipped with Wi-Fi. The Institute advises the state departments of education on policies and programmes related to all aspects of school education and extend help in the implementation of national level policies and programmes originating from the Ministry of Education (MoE) and the NCERT headquarters. The Institute aims primarily at capacity building of the states/ UTs and district level teacher education institutes like SCERTs, DIETs, IASEs, CTEs etc. by undertaking specific projects in the areas of research, development and training. The institute has a co-educational Demonstration Multipurpose School (DMS) which runs from Early Childhood Care and Education (ECCE) to secondary stage (9-12). **The institute caters the educational needs of Northern Region comprising the states and UTs, Haryana, Himachal Pradesh, Punjab, Rajasthan, Uttarakhand, Uttar Pradesh, Delhi, Chandigarh, Jammu & Kashmir and Ladakh. The faculty members of the institute have been assigned as state coordinators and having liaison with state education authority and convene State Coordination Meetings (SCMs) with education secretary of respective state/UTs for seeking their educational needs. The institute maintains Environmental Education Theme Park projecting the biodiversity of the region.**

Institutional Weakness

The Institute is affiliated to the M.D.S. University, Ajmer and depend solely on the decision of the University for conducting the examinations, results and curricular activities including updating and implementation of syllabus. The Institute has already submitted Choice Based Credit System (CBCS) syllabus to the affiliated university. The notification regarding its implementation is awaited till now. The focus of the institute is on teaching, research and extension activities, however, most of the faculty members have not been registered by the affiliated university as research supervisors to facilitate the research work.

Institutional Opportunity

The students got an opportunity to participate in Youth Parliament in Jaipur. The students have got opportunities to conduct educational research under the project National Evaluation of Kasturba Gandhi Balika Vidyalaya (NEKGBV). The institute has got an opportunity to contribute in the development of working and position papers pertaining to National Curriculum Framework (NCF). The institute had an opportunity to organise workshop with civil society members and Vice Chancellors of different universities to get their feedback, inputs and suggestions in reference to development of National Curriculum Framework (NCF). The faculty members are associated in different programmes of Ministry of Education (MoE), Government of India. They also work as resource person at national level programmes. The institute organizes seminars/conferences/workshops, capacity building programme to create an environment for research culture and capacity building. The institute is proposed to run M.Sc. M.Ed. and M.A. M.Ed. very soon under DE-NOVO deemed university.

Institutional Challenge

The institute needs to attract foreign students to get admission. There is another challenge to sign MoUs with internationally reputed institutions and universities.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Regional Institution of Education (NCERT), Ajmer follows a well-planned and documented process for effective curriculum delivery.

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

The IQAC prepares an action plan for the institute based on the academic calendar.

It is ensured that regular classes for all the programmes are effectively complemented with other curricular activities and internship programmes such as special lecture series, guest lectures, workshops, student-centric programmes, student seminars, field visits, industrial visits and primary surveys.

The faculty members, apart from using traditional methods follow other teaching methods using ICT tools.

RIE, Ajmer also makes efforts to organize internship programmes in 3 stages - (1) Pre Internship (2) Internship (3) Post-internship.

Internship programmes are generally organised in JNVs/KVs and public schools for the students wherein they gain practical experience of teaching in the actual school environment.

The students need to submit lesson plans for pedagogical subjects. The facilitators of the programme guide the prospective teachers by giving valuable feedback and written remarks on their assignments.

Believing in holistic development, RIE Ajmer also takes the initiative for strengthening educational programmes and sensitizing students to generate environmental awareness by developing an Environmental Education Theme Park.

The feedback is taken from students about the syllabus, teaching-learning and curriculum of the institute.

Regional Institute of Education, Ajmer includes the following steps:

1. Format Preparation
2. Circulation
3. Collection
4. Analysis and Review
5. Action

Feedback is taken in different steps:

The feedback about the curriculum will collect students' inputs on all aspects of the curriculum including the course content, learning resources, learning environment, quality of delivery and assessment. It involves feedback about the quality of teaching a particular subject.

This feedback specifically aims at the input of teachers on curriculum design and revision, employability, examination patterns and reforms, teaching methods and the overall teaching-learning environment.

The institute takes the initiative of organizing Parents-Teachers-Students meet (PTM) regularly to apprise parents and guardians of the academic and professional growth of their wards.

Teaching-learning and Evaluation

- Regional Institute of Education, Ajmer functions as a teacher institute imparting valuable and practical knowledge to young and potential learners. The admission procedure is transparent and the CEE is conducted to ensure a fair chance for all students. This is followed by a counselling procedure, and then the allotment and maintenance of student records in various courses. The Institute adheres to an academic calendar enlisting various academic and extra-curricular activities of the year.
- Academic processes such as teaching and internship are time bound and streamlined and are supervised and assessed by the faculties through a transparent procedure of Internal Assessment, pre-Internship and Internship programmes.
- The Institute is equipped with ICT-enabled classrooms and other technologically driven facilities for easy and wide access to information and teaching methodologies. A well-equipped library supported by internet access and online subscriptions of journals, smart classrooms, projectors and studio facilities helps in creating an inclusive and knowledge-oriented environment.
- The teachers of the Institute professionally update themselves through FDPs, seminars, webinars,

Academic Forum lectures and Extension lectures on a variety of topics.

- The Internship programme at JNVs/KVs and public schools expose students to the actual teaching environment and implements various teaching techniques at appointed schools monitored by the teachers/ facilitators who supervise and assess the student's performance and guide them.
- The Institute incorporates student-centric methods such as experiential learning, participative learning and problem-solving methodologies. To ensure a multiple-mode approach to teaching-learning, teachers use the strategies such as microteaching, ICT, a session plan for every subject, LCD Projectors, and smart classrooms as well as conduct laboratory sessions in the teaching-learning process.
- There are paper coordinators who help in mentoring, counselling and guiding the students through their course years.
- The Internal Assessment is conducted twice during an academic year supplemented with regular assignments ensuring a regular assessment of the students.

Infrastructure and Learning Resources

RIE, Ajmer is a residential institute situated in midst of idyllic surroundings with the historic Anasagar Lake in front and the Aravali hills all around over an area of 110 acres. The Institute building is thermally, visually and acoustically comfortable; energy, material and water efficient; safe and secure; easy to maintain and operate. RIE has 4 departments. The institute has 6 hostels. The institute has 19 classrooms, 7 seminar halls and 23 labs. Faculty members are provided with personal computer systems with a connective internet facility.

The campus is well equipped with 24X7 power including solar power (410 kW capacity), and an Internet facility (100 Mbps NKN line is distributed with a 1Gbps intranet network). Campus has WIFI (2.4G and 5.0G of Sophos/Juniper) and LAN port including hostels to enable a comprehensive environment for teaching and enhancing knowledge among students. Institute has an E-Learning centre having 40 computers with LAN. Smart classrooms and seminar halls support ICT-based teaching-learning. Institute's computer and Math lab are also equipped with computers. Institute has one State of Art Studio. It develops audio-video E-content. Institute has a playground for Cricket, Football and a Standard Track for Athletics, Badminton Courts (Indoor), Tennis Court, Basketball Court, Volleyball Courts (outdoor), Table Tennis, Multi-Purpose Hall for yoga and Extra Activities, Open Gym with 21 different exercise stations and one ICT enabled Assembly Hall and Environmental Education Theme Park.

The Library of the institute is equipped with Koha (version 18.11) a fully featured, scalable library management system with inherent automation functions. Institute has a static IP-based access system to various Journals. It has registered for the N-LIST Programme and has access to e-Resources subscribed under N-LIST e.g. Annual Reviews, JSTOR, Oxford University Press, EBSCO, Cambridge Core, ProQuest, Springer, SAGE Knowledge.

The institute handles the maintenance, and construction of physical, academic and support facilities (Building, IT Infrastructure, Library and library resources, Seminar and Assembly Hall, Games and Sports and any other incidental and allied requirements) in several ways. The maintenance of facilities is undertaken by the Campus and Welfare section under the supervision of Section officer and Administration officer.

Student Support and Progression

Regional Institute of Education, Ajmer provides various facilities for students and a range of programmes based on skill enhancement and other initiatives which are undertaken by the institution such as Career and Personal

Counselling, Skill enhancement in academic, technical and organizational aspects, E-content development etc.

Available student support infrastructure facilities are vehicle parking, common rooms separately for boys and girls etc. The Institute has a transparent mechanism for the timely redressal of student grievances including sexual harassment and ragging cases. The institute provides additional support to needy students in several ways such as placement convener, concession in tuition fees/hostel fees etc. The numbers of graduate students are more than 200 per year and a good number of students have qualified for State/National level examination (NET, GATE, CTET, GRE and other examination organised by reputed institutes) by supporting some examples given in the form of certificates and mark sheets of the students.

The institute has a student council in which every student is a member. Their representatives conduct inter-house activities like Drama, Group, Dance, Rangoli, Elocution, Cricket, Basketball, Volleyball, and Tennis. The posts of each house are House perfect, Girls Representative, Science Secretary, Culture Secretary and Games Secretary. The students also benefit after getting involved in various activities at inter and intra-university centres. They are elected through inter-house elections for institute's activities. Representation is provided by elected students on Statutory Bodies like the Women's Cell & Committee Against Sexual Harassment, Anti-Ragging Committee and Grievances Committee, placement cell, mess committee etc. The Institute has an Alumni Association/Chapter (registered / non-registered but functional) which contributes significantly to the development of the institution by addressing and awakening the students and setting an example among them for their bright future. 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. Alumni help in awareness of various opportunities among the students effectively.

Governance, Leadership and Management

The vision and mission of the institute aid in the preparation of quality school teachers in Science, Mathematics, Social Sciences, Humanities and Language along with catering to the other educational requirements of states in the Northern region. The institution practices decentralization and participative management through the constitution of various academic and administrative committees for every year to conduct academic programmes keeping in view the requirement of the academic calendar. It maintains transparency in financial, academic, administrative and other functions through bio-metric attendance, e-office system, audit of institutional expenditure, submission of expenditure statement at the end of the financial year, an online transaction for salary and other payments, rotation of headship of the departments, constitutions of committees and advanced technology enabled library.

The strategic plan is prepared every year in such a manner that all activities are completed as per the academic calendar, especially pre-service and in-service programmes. The programme advisory committee approves training, research, development and extension programme for the institute every year. After completion of the programme, academic reports are submitted to the Department of Extension Education and the same is sent to NCERT HQrs.

The functioning of the institute is governed by rules and regulations of NCERT, an autonomous body under the Ministry of Education, Govt. of India, New Delhi including policies, administrative set-up, appointment and service rules, procedures, etc. It implements e-governance in planning and development, administration, finance and accounts, student admission and support, examination system and biometric/digital attendance for staff. The entire academic programme is presented in Institute Advisory Board (IAB) and Management Committee (MC) meetings every year.

The institute organises 'Staff Tournament' for its constituents units situated at Ajmer, Bhopal, Bhubneswar, Mysuru, Shillong and NIE HQrs.

The annual Performance Assessment Report is annually filled in by every employee having specific indicators based on duties, functions, responsibilities, tasks and achievements related to employees of different cadres.

The internal Quality Assurance Cell (IQAC) is a well-functional administrative committee of the Institute which looks after mechanisms for institutionalizing quality assurance strategies. It keeps track of the incremental improvements achieved in the academic and administrative domains of its functioning.

Institutional Values and Best Practices

- The Regional Institute of Education, Ajmer holds high institutional values and social responsibilities. The institute is also committed to building a greener and safer environment. The institute has a solar energy policy which streamlines the way of energy conservation. The use of LEDs and other power-saving devices contributes to reduced consumption. Institute waste management practices include segregation of waste, e-waste management, water management and conservation, and decomposing of organic waste via vermicompost pits. Auctioning of scrap is done periodically as a part of waste management. The institute's library is dedicated to dissemination of knowledge and hence donates its old/unused books. The Institute's commitment toward maintenance of cleanliness, sanitation, green cover and a pollution-free healthy environment is steered through consistent plantation-drive, swachhta-pakhwada. The institute encourages green practices like paperless offices and a plastic-free campus. The institute is religiously committed to building and serving society through its various community practices and awareness programmes which leverages local, vocational knowledge and resources through community work, yoga, art and aesthetics, educational tour, etc. Institute prescribes a code of conduct that instils discipline, character building and value inculcation in the students. Various committees like anti-ragging, sexual harassment, and the proctorial board monitor obedience to the code of conduct.
- The development of the institute app for dissemination activities planned under the block research project has been the best-performing asset. Another practice is the development of an Environmental Education Theme Park which is a unique and innovative educational adventure. It addresses the paramount aim of expanding learning experiences beyond the boundaries of the classroom in a way that strengthens biodiversity and creates awareness among students towards the environment.
- The institute has participated in developing position papers on various themes to provide inputs to the national curriculum framework in the area of school education, ECCE, teacher education and adult education under the compass of the Institute's vision, priority and thrust. These papers aimed to provide specific inputs to stage-wise preparation of the National Curriculum Framework. Institute has organized 15 National District Level Consultation meetings with stakeholders regarding linkages between school and higher education.

Research and Outreach Activities

The faculty members of the institute actively get involved in research projects funded by government agencies during the last five years to identify, understand and implement need-based interventions in the teaching-learning process at the school level.

· The institution also provides in-house support to its teachers for research purposes by providing funds for minor projects, granting study leave to complete the doctoral studies, and assisting them with institutional infrastructural facilities to complete the doctoral programme. The institute also provides organizational support to organize research circles/ internal seminars and interactive sessions on research.

· The institution has created an eco-system for innovations to create and transfer knowledge in the form of Academic forum, Innovation hub, Environmental theme park etc.

The research output of the institute has increased manifold since the last SSR. More than 100 talks in the form of Extension lectures by eminent personalities, Academic Forum, Workshops, field visits, Webinars, and Research Methodology courses were organised by the various departments and various student clubs and societies on different themes of educational, social, and National priority.

· To facilitate research and innovations in the field of education, the faculty members of the institute organised various Conferences, Seminars and FDPs through Department of Extension Education. To sensitize prospective teachers to the needs of society and their role as a teacher, RIE, Ajmer provides opportunities to them.

· Extension Activities are organised by National Cadet Corps (NCC) of the institute to empower the students with sound values and cherished ideals, offering a plethora of opportunities to excel in all walks of life and become worthy citizens of our great Nation.

· Internships, working with community and field trips are encouraged to strengthen experiential learning.

· The students and faculty members of the institution actively participate in national priority programmes such as Swachh Bharat, AIDS Awareness, Gender sensitivity etc.

The institute has also linkages with schools, DIETS, SCERTs in the Northern region and other educational agencies for academic and outreach activities to strengthen school-based practice through joint discussions and planning and join hands with schools in identifying areas for innovative practice.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	REGIONAL INSTITUTE OF EDUCATION
Address	Capt. D. P. Chaudhary Marg, Ajmer
City	Ajmer
State	Rajasthan
Pin	305004
Website	rieajmer.raj.nic.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	S. V. Sharma	0145-2643671	9414029445	0145-2643862	rieajmer@yahoo.com
IQAC / CIQA coordinator	Rajesh Mishra	0145-2644630	6378873513	0145-2643862	mishrarajesh59@gmail.com

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Rajasthan	Maharishi Dayanand Saraswati University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	01-01-1988	View Document
12B of UGC	01-01-1988	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	24-01-1997	309	BSc BEd Four Year Integrated Programme Recognized in Two Thousand and Fifteen BA BEd BED and MEd Programmes Recognized in Nineteen Hundred and Ninety-Seven by NCTE

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Capt. D. P. Chaudhary Marg, Ajmer	Urban	110	47046.63

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd, Department Of Education	24	Graduation	English + Hindi	110	82
UG	B.Sc.B.Ed, Department Of Education In Science And Mathematics	48	Senior Secondary	English + Hindi	110	102
UG	B.A.BEd, Department Of Education In Social Sciences And Humanities	48	Senior Secondary	English + Hindi	55	52
PG	MEd, Department Of Education	24	B.Ed. and Equivalent	English + Hindi	33	28

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				13				40			
Recruited	0	0	0	0	3	0	0	3	17	3	0	20
Yet to Recruit	2				10				20			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				130
Recruited	40	4	0	44
Yet to Recruit				86

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				48
Recruited	19	2	0	21
Yet to Recruit				27

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	3	0	0	15	2	0	20
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	1	0	3
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	4	9	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	16	0	19
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	1		0		1

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	57	153	0	0	210
	Female	81	284	0	0	365
	Others	0	0	0	0	0
PG	Male	10	76	0	0	86
	Female	42	105	0	0	147
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	50	62	64	66	
	Female	77	69	73	78	
	Others	0	0	0	0	
ST	Male	23	24	19	16	
	Female	21	19	15	15	
	Others	0	0	0	0	
OBC	Male	96	99	107	90	
	Female	162	156	160	175	
	Others	0	0	0	0	
General	Male	97	103	98	90	
	Female	223	228	206	207	
	Others	0	0	0	0	
Others	Male	29	25	10	12	
	Female	30	22	5	6	
	Others	0	0	0	0	
Total		808	807	757	755	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary is an approach which focuses on viewing the same object from different viewpoints. At RIE, NCERT, Ajmer, there are some programmes namely B.A. B.Ed., BSc. B.Ed., B.Ed. and M.Ed. so that students get a chance to interact with one another to learn a multidisciplinary approach. The goal of education in India is to produce good human beings who are capable of independent, rational thought and action, compassion, courage and creative imagination, and are rooted in Indian culture and ethos. It has been ensured across all disciplines such as humanities, social science, science, and sports to bring the unity and integrity of all knowledge at all levels of education.
2. Academic bank of credits (ABC):	Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains information on the credits earned by individual students throughout their learning journey. It will enable students to open their accounts and give multiple options for entering and leaving colleges or universities. The Academic Bank of Credit (ABC) is a unique and efficient tool to facilitate multidisciplinary education along with multiple entries and exits in the education system giving complete freedom to the students to study courses of choice, anywhere, at any time. The students can opt to study one course in one institution and others from other institutions. The ABC will need to have a provision to link the credit system of school education and higher education.
3. Skill development:	The process of identifying the skills gap in young people and giving them training to close it is called skill development. The goal of skill development programmes is to support young people by recognizing their potential and providing them with the resources, opportunities, and encouragement they need to succeed. Everyone needs both education and talents, and they go hand in hand in everyone's job path. They serve as the foundation for a nation's economic expansion and local community growth. As a result, the national and state governments regularly work with their partners in the skilling industry to offer youth skill development.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	NEP Para 4.27 asserts that “Knowledge of India” will include knowledge from ancient India and modern India, and a clear sense of India’s future aspirations concerning education, health,

	<p>environment, etc. These elements will be incorporated accurately and scientifically throughout the school curriculum wherever relevant; in particular, Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, will be covered and included in mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, as well as in governance, polity, conservation. Specific courses in tribal ethno medicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. will also be made available.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome-based education is a system where all the parts and aspects of education are focused on the outcomes of the course. The students take up courses with a certain goal of developing skills or gaining knowledge and they have to complete the goal by end of the course. There is no specific style or time limit for learning. The student can learn as per their choice. The faculty members, moderators, and instructors guide the students based on the target outcomes. Outcome-Based Education (OBE); Future-ready Curriculum design; Smooth Curriculum Delivery; Flexible Assessment Models; Measurable Learning outcomes in real-time; Unified Online Assessments with OBE</p>
<p>6. Distance education/online education:</p>	<p>When the information source and the learners are separated by time, distance, or both, distance education is a process to establish and offer access to learning. In other words, distance learning is the process of designing an educational experience for the student outside of the classroom that is of equivalent qualitative worth. The Internet has developed into the biggest, most accessible database of knowledge ever made from an almost non-existent state. Online education is a type of instruction where students access the internet through their home computers. Online graduations and courses have grown in popularity over the past ten years among many non-traditional students, including those who wish to continue their full-time employment or family responsibilities. Often, the host university's online learning portal offers online graduation and academic programmes, some of which are conducted using digital technology. Online education is learning that is aided by technology and depends on the</p>

Internet for communication between teachers and students as well as for the distribution of course materials.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Although there is no formal electoral literacy club in the institute, the objectives of electoral literacy club need to make aware the students about their electoral rights and help students understand the value of their vote and exercise their right in a confident and ethical manner. Lectures of eminent academicians during celebration of Constitution Day, International Non-Violence Day, International Peace Day, National Youth Day, Rally is organized in the campus with theme based sloganeering on electoral literacy and emphasizing value of their vote. Similarly academic forum lectures are also organized on related topics to highlight awareness on the role of a citizen. A lecture has been organized on constitutional values in context with NEP 2020 with the aim of increasing consciousness among audience about their fundamental rights and duties as enshrined in the Constitution of India. These activities thus contribute towards political socialization, formation of political opinion and development of sound political culture. To achieve the aims of ELCs, the students are familiarized with the electoral process of registration and voting. To further strengthen, inter-house competitions are conducted among students. Recently students got hands on experience about working of the legislative assembly and Parliament when they participated in the Indian Youth Parliament programme organized in Jaipur that held open house discussions, mock parliament sessions and interactions with the people's representatives like members of state legislative assemblies, speakers of Legislative assemblies, bureaucrats and members from media.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The institute constitutes committees every academic year to take into account activity/ programme like the working with community, inter-house competitions, participation in Indian youth parliament, NCC and NSS initiatives etc.</p>

<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Electoral Literacy is carried out through several activities among community to implement the objectives of Electoral Literacy Club and to develop a culture of electoral participation and maximize the informed voting. A visit to the Gram Panchayat during Working with Community programme is organized that equips students with information about the role of panchayats (local self-government institutions) in the development of village and get idea about administrative functioning of the village. A series of Lectures on central government/ state government/ district administration/ public welfare schemes are also conducted during the programme. Visits to local community organizations like old age homes, schools for Divyangjan, NGOs and Self-help groups during the programme to inculcate national integration, tolerance, harmony in a democratic society. Play/Nukkad Natak is performed on relevant social issues to make the students acquainted with the current social concerns and challenges.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The institute has taken socially relevant initiatives regarding electoral related issues for advancing democratic constitutional values. NCC cadets of institute have participated in National Voter Awareness Quiz contest under Systematic Voters' Education and Electoral Participation programme, SVEEP that is the flagship programme of the Election Commission of India for voter education, spreading voter awareness and promoting voter literacy in India. It aimed at preparing electors and equipping them with basic knowledge related to the electoral process. It was a step towards making India truly participative democracy by encouraging all eligible citizens to cast their vote during the elections.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Students are sensitised during the orientation programme for voter literacy so that they can easily get themselves registered in their particular states/UTs.</p>

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
808	807	757	755	728
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
308	308	280	280	280
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
180	180	152	152	146
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
238	222	232	204	200
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
237	222	230	202	197
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
264	296	257	262	247
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2021-22	2020-21	2019-20	2018-19	2017-18
57	25	57	57	57

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
57	57	57	57	57

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
345.87	237.07	191.56	654.43	927.02

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

3.2

Number of Computers in the institution for academic purposes..

Response: 195

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

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

Response:

The reviewing and revising the curriculum on the basis of experiences on transaction and process of implementation is a regular practice of the Institute. The institution follows a well-planned & documented process for effective curriculum delivery. The syllabus of all courses offered by institute have been revised in 2015 as per the guidelines of NCTE. The IQAC prepares an action plan for the institution on the basis of the academic calendar.

The time table committee of the college prepares time table class wise & programme wise which is displayed on the notice board. Thereafter the Heads of the various departments hold a meeting & allocate workload to the department faculty members. On the basis of the workload allocated, the respective faculty members prepare a teaching plan. The faculty members engage their respective classes & record the same in work- load daily dairy provided by the institution. In addition, the completion of syllabus is also discussed in staff meetings. The different academic activities reflected in the academic calendar supplements the curriculum delivery through organizing of various academic activities such as: special lecture series, Guest lectures, workshops, student centric programmes, student's seminars, field visits, industrial visits and primary survey which enhance the learning competences of the students. The faculty members apart from using traditional method of chalk & talk follows modern teaching methods like use of LCD projectors through ICT tools. Effective curriculum delivery is ensured through proper infrastructure such as class rooms & language lab, computer science lab, science lab & home science labs which enhances the skill set & learning ability of the students. The development of soft skills, language & presentation skills through language lab & personality development is also a part of the curriculum. The institute conducts two internal assessments in an academic session for better understanding of the subject. The record of the assessment is maintained by the concerned department and also uploaded on the University portal for further process. All the offered programmes by the institute adopt local context and situation. Even during the COVID-19 pandemic situation various curricular aspects were revisited for effective management of the teaching learning process as per the curricular expectations. The important areas of curriculum/ syllabus revisited. The internship in Teaching Programme was organized in blended mode in cooperative schools. The assessment and peer learning activities were also performed online. The lesson plan diary for internship was revised to develop it as Learning Outcome based. It has improved the quality of the teaching learning process conducted by the pupil teachers. Internal Assessment is an integral part of the programmes offered by the institute and to continue the assessment along with teaching learning it was conducted in online mode.

As a pioneer institute of education, the institute has proposed to offer innovative integrated courses such as ITEP, M.Sc.M.Ed. etc for the upcoming session. The present syllabus of all the courses have been updated with PLOs and CLOs in workshop mode involving experts, alumni and faculty of institute.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document
Paste link for additional information	View Document

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: A. Any 5 or more of the above

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

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: A. All of the above

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

1.2 Academic Flexibility

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

Response: 100

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

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

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

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

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

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

Response: 3.6

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

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

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

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

Response: 82.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
764	735	719	497	475

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Paste link for additional information	View Document

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

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

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

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

Response: 6.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
58	46	49	45	44

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

1.3 Curriculum Enrichment

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

Response:

Regional Institute of Education, Ajmer, with its vision “Nurturing and ensuring excellence, quality and inclusive growth in school education and teacher education” never lagged behind in providing at par facilities for the students, pupil teachers and faculty members. We at RIE, Ajmer believe in experiential learning and hence provide the platform and opportunities to the pupil teachers to bring out the best in them. Standing up for the mission of RIE Ajmer, i.e. Innovating and evolving ways and means befitting the emerging scenario in school education to uphold the value enshrined in the Indian Constitution, Facilitating and undertaking research, development and training for the holistic development of school education and teacher education, the institute is keenly striving on being the elite in the field of teacher education. To make this valuable experience of internship more absolute, RIE, Ajmer makes efforts to organize internship programmes in 3 stages - (1) Pre Internship (2) Internship (3) Post-internship for evaluation. The internship programme is named “Functioning as a teacher”, the pre-internship caters with orientation of pupil teachers on how to take things up during their field work. From orienting on emerging trends in education and pedagogy, pupil teachers are made to work on preparing learning outcome based lesson plans, peer teaching, preparation and use of Teaching Learning Material, administration and analysis of achievement tests. The pupil teachers are observed and evaluated closely, provided the feedback and critical observations to work on and improve. The institution took initiative to collaborate with Jawahar Navodaya Vidyalaya to provide pre-service internship for the pupil teachers for their exposure which is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time. It supports socialization within the profession, stimulates development of teaching-learning concepts, provides a protected field of experimentation, allows insight into new perspectives and enhances motivation to continue learning and reflecting. Internship programme helps pupil teachers to choose, design, organize and conduct meaningful classroom activities, critically reflect upon their own practices through observations, record keeping and analysis and develop strategies for evaluating students’ learning for feedback into curriculum and pedagogic practice. Post internship activities include case study presentation, TLM exhibition, which kind of showcase the creative end of the pupil teachers. The institute forwards the 3 Is concept i.e. Innovation, Improvisation and Intervention, Pupil Teachers at RIE Ajmer fairly put in efforts in inculcating these 3I values. Furthermore, “Working with Community” not only inculcates the Indian tradition values but provides the space to dig deep connection with the community at the root level to understand the basic problems and working of the society and making

best use of the experience in their teaching learning process, commanding on Emotional intelligence. Community-based learning refers to a wide variety of instructional methods and programs that educators use to connect what is being taught in schools to their surrounding communities, including local institutions, history, literature, cultural heritage, and natural environments. Community-based learning is also motivated by the belief that all communities have intrinsic educational assets and resources that educators can use to enhance learning experiences for students. It is a teaching and learning strategy that integrates meaningful community engagement with instruction and reflection to enrich the learning experience with a greater emphasis on reciprocal learning and reflection. Institution strives to provide lectures for students on Public Welfare Schemes such as Ayushman Bharat, Ujjawala Yojana, Indra Raso Yojna, Jan Dhan Yojna, Startup India, NREGA. To make Pupil Teachers be well versed with the schemes that can benefit the society. Lectures on Govt. and Non Govt. scheme related to the community welfare-health center, Agan Bari/Bal Bari center. Mid-day Meal Scheme, Mahila Ashram, Old Age home, Special Schools, Tribal Schools, Vocational Centres, COVID vaccination, Swacch Bharat Abhiyan, etc. The institute organizes visits to AnganWadi/BalBari center, visit to Mahila AShram, Old age home, Special Schools for the students to not only sensitize pupil teachers but also making them socialize with diverse sectors of the community. Visit to Govt., NGOs, Agencies working for environmental schemes. Organizing lectures on Time and Stress Management, Visit to Brahmakumari Center for meditation , First Aid Training. Integration of Art(Folk and Classical), Plantation and Swachhta karyakram , Group Presentation on Cultural Programme and Map Making Skills. These skills and activities bring the pupil teachers a step ahead with their pedagogical skills as well as approaches and duties as a teacher. It isn't deniable that for shaping of best teachers, holistic training is one show stop, for which our institute organizes "Workshop on Yoga and Health & Wellbeing, Arts and Aesthetic" which talks about art, culture, folk tradition, theater, fitness and wellbeing, which too plays part in bringing out the best in pupil teachers. Believing in holistic development, RIE Ajmer took initiatives for strengthening education programmes and sensitizing students for generating environmental awareness by developing an Environmental Education Theme Park. During the year 2017, the theme park created at the Institute was maintained properly and it was used to showcase the various types of eco system including Aquatic, Desert and Terrestrial ecosystems to the participants of various capacity development programmes organized by the Institute and other visitors. The pre-service teacher trainees were also taken to the theme park to create environmental awareness among them through interactive ways. This theme park consists of a medicinal plant conservatory for demonstration and conservation of the rain water harvesting system, organic farming, Teerthankar Vatika, Navagraha Vatika, Panchavati Vatika. etc. The major outcome of this programme is that the in-service teachers of the region, pre-service teacher trainees of this Institute and students of DM School get exposure to the various types of the plants and ecosystems. The institute knitted a society cum club for it's students named "BHUGYAN" which deals with various activities of humanitarian subjects , mission of "Best Humanistic Undertaker of Geography by Younger Adventurous and Nobel Pupil Society", It's aim is to prepare students to engage in the process that create more sustainable environments and communities.

File Description	Document
Photographs indicating the participation of students, if any	View Document
List of activities conducted in support of the above	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

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

Response:

Institute familiarizes students with the diversities in the school system in Indian as well as international and comparative perspective.

“Working with Community” inculcates the Indian tradition values and provides the space to dig deep connection with the community at the root level to understand the basic problems and working of the society and making best use of the experience in their teaching learning process, commanding on Emotional intelligence.

It isn’t deniable that for shaping of best teachers, holistic training is one show stop, for which our institute organizes “Workshop on Yoga and Health & Wellbeing, Arts and Aesthetic” which talks about art, culture, folk tradition, theater, fitness and wellbeing, which too plays part in bringing out the best in pupil teachers.

Wildlife Week and Prakriti Mela sensitizes the pupil teacher towards the environment, forest, animals and the ecosystem. Considered on the international level, The week is celebrated in a way that caters to the international ecology and wildlife section.

Coming on to the assessment part, our faculty advocates for the rigorous assessment to bring out the best and make the pupil teachers realize their full potential by providing them criticism lessons, TLM submission and exhibition to open their creative horizon. Case Study is also the part of the internship program in which the Pupil teachers study a particular child in depth , regarding behavioral and learning aspects.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	View Document

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

Response:

The institute make efforts to enable students to develop understanding of the interconnectedness of various learning engagements which derive student's professionally relevant understanding which consolidates them into professional acumen from the range of curriculum experiences provided during programme are Wildlife Conservation Week , which was themed on "Forest and livelihoods: Sustaining people of planet" under which the following activities took place.

Essay writing competition in Hindi and in English (Central role of forests and ecosystems services), Poster making competition (Forest and livelihoods) and Slogan writing competition both in Hindi and English along with Photography competition. On the very last day a quiz competition was also organized. The winners of the various activities were awarded with the e-certificates.

To make students aware of values inherent in yoga, health and well-being, arts and aesthetics for their personal growth, the institution organized a workshop from march 28th to April 1st 2022 for B.Ed. II year and may 9-13, 2022 for M.Ed. I year, B.Sc. B.Ed. I year, B. A. B.Ed. I year, within the institute, through an offline mode in which yoga, health and well –being along with arts and aesthetics including theater, dance and music activities were covered. The workshop is a mandatory curriculum enrichment programme, as per university syllabus. The workshop outcomes were evaluated on the basis of assignments for awarding grades as per university syllabus. Around 280 students have attended the workshop.

Prakriti mela largely dealt with environment, ecology and renewable resources where various kinds of activities took place.

It brought a sense of awareness among the students regarding environment and conservation.

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

1.4 Feedback System

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

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

Response: A. All of the above	
File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Paste link for additional information	View Document

1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	
Response: A. Feedback collected, analysed and action taken and feedback available on website	
File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 91.08

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

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

Response: 20.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
188	188	149	149	156

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

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

Response: 10.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	45	17	17	11

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

2.2 Honoring Student Diversity

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

Response:

The Institute has an assessment process at the entry level to identify different learning needs of students and their level of readiness to undergo professional education programmes such as CEE. There are paper coordinators appointed by the respective departments of the institution who assess the learning needs of the students corresponding to the course. The paper coordinators assist the students to perform well in academic domain. The students recognise their learning needs so that they can accomplish the assigned tasks. To incorporate and fulfil various learning needs of the students a special lecture series of eminent personalities is organised ensuring appropriate academic support and guidance to students.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document

2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs

Response: A. Any 5 or more of the above

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

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

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 14.18

2.2.4.1 Number of mentors in the Institution

Response: 55

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

2.3 Teaching- Learning Process

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

Response:

The Institute incorporates student-centric methods such as experiential learning, participative learning and problem-solving methodologies. To ensure multiple mode approach to teaching learning, teachers use the

strategies such as microteaching, ICT, session plan for every subject, LCD Projectors, smart classrooms as well as conduct laboratory sessions in the teaching-learning process. The curriculum is complemented with extra-curricular activities like working with community programme, Yoga, Arts and Aesthetics Workshop, Capacity building programmes, a series of Extension Lectures of Eminent Educationists, Educational Trips, Sports tournaments and celebration of various International and National days. There are lectures organised on developing professional skills among the B.Ed. and M.Ed. students. These provisions help in developing a critical and rational aptitude among students, enhance their learning abilities, improves their LSRW skills and ensure holistic development of individual personalities as future teachers of the academia.

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
57	25	57	57	57

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

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

Response: 100

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

Response: 808

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

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

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

Response: A. Any 4 or more of the above

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

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

Response:

To develop professional attributes among students, the institute organises various activities such as working with community workshop, pre-internship/internship, literary and cultural activities and quizzes incorporating and teaching communication as a part of the syllabus. The institute has devised a system of categorising teachers into several committees that supervise and facilitate numerous activities to develop professional attitude among students. Teachers play a very crucial role as paper coordinators who guide the students to recognise their potential. There are workshops and special lecture series organised to cater to

student diversity. All these measures support the development of cooperation, coordination and the spirit of teamwork among the students.

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

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

Response: A. Any 5 or more of the above

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

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

Response:

The Institute ensures that the teaching-learning process develops innovativeness, creativity and thinking skills among the students. There are various activities organised to allow the students to learn and explore their potential. The Art and Aesthetics Workshop, National Conferences, and Sports Tournaments help the students to understand teamwork and individual capabilities. The Institute also celebrates various national and international occasions such as International Yoga Day, Swachhta Saptha, Teacher’s Day, Earth Day, World Environment Day, and International Women’s Day etc. This helps in creating awareness among students and developing empathy towards their environment, culture and society. Students’ participation in organising and assisting these activities nurtures essential life skills such as confidence, cooperation, creativity and critical management skills.

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

2.4 Competency and Skill Development

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

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

Response: A. Any 8 or more of the above

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

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

Response: A. Any 8 or more of the above

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

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

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

Response: B. Any 3 of the above

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

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

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

Response: A. All of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document

2.4.5 Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations

Response: A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Link for additional information	View Document

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

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

Response: A. All of the above

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

2.4.7 A variety of assignments given and assessed for theory courses through

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

Response: A. Any 4 or more of the above

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

2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

The students are placed only in those schools where resources related to the teaching-learning process are available. In general, JNVs, KVs and public schools are selected for an internship. The cooperative school heads are invited to a one/two-day seminar/orientation to discuss various aspects of the internship. The students get an opportunity to interact with the school heads in general and respective school heads in particular. Two week Orientation programme is conducted for the students who go for internships in different schools. In consideration of various aspects of the internship, the faculty members of the institute supervise the internship of the students; they are provided with a Supervisor's diary focusing on different aspects of assessment of students' performance. The cooperative school heads are requested to give exposure to the interns in the various activities conducted in the schools.

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

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

Response: 11.9

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

Response: 20

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document

2.4.10 Nature of internee engagement during internship consists of

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

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

The Institute has adopted an effective monitoring mechanism for the B.A. B.Ed., BSc. B.Ed., B.Ed. and M.Ed. programmes. The faculty members are deputed to supervise the internship of the students; they are provided with a Supervisor's diary focusing on different aspects of assessment of students' performance. The assessment record of the students is maintained in the Supervisor's Diary. The assessment is based on the following; Lesson Plan, Introduction, Presentation, Communication, Teaching-Learning Material, Class Management, Evaluation, Chalkboard work, Personality and Innovation. The students are taught the basic concepts of the teaching-learning process and the ways of its effective implementation during their training. The monitoring mechanism helps the students to learn and practically implement the methodologies of the teaching process. The entire process of teaching, learning, implementation and feedback holistically contributes to defining the ethics and practices of future teacher educators.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

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

Response: A. All of the above

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

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

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

Response: A. All of the above

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

2.5 Teacher Profile and Quality

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

Response: 88.77

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response: 59.29

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

Response: 15

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

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

Response: 8.35

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

Response: 420

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4 Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The Teachers of the Institute continually work and update themselves regarding the latest developments in the field of education, which helps in learning strategies for effective teaching and building professional teachers after attending NCERT refresher programmes. The Institute conducts academic forum lectures on various topics such as NEP 2020, Revolution in Digital Technology, and the use of modern devices for school education. These lectures are followed by in-house discussions wherein key points of the lecture are deliberated. The Institute also organises Extension Lectures of Eminent Educationists for students and Faculties. These seminars help in sharing valuable information about the latest developments in the field of Education. There are Faculty Development Programmes conducted to equip teachers with various techniques and tools for the teaching-learning process.

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

2.6 Evaluation Process

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

Response:

The Continuous Internal Evaluation of the student learning process includes internal exams, dissertations, assignments, and practical exams. The student's performance is assessed based on their knowledge, comprehension and critical understanding of the concepts. The Internal exams are duly conducted, followed by an assessment procedure and enlisting of the marks on the University portal for further results. The institute conducts internal assessments at regular intervals along with different assignments and practicums. The entire process of assessment is time-bound and methodical and there is a regular notification released for the smooth functioning of the exams. Continuous internal evaluation helps in monitoring the student's performance in various courses.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Link for additional information	View Document

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

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

Response: A. Any 4 or more of the above

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

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

Institute ensures that the grievances related to internal assessment are resolved by the internal assessment committee. The grievances are duly monitored by concerned authorities who further carry out remedial measures for the same. In case grievances arise in the university examination procedure such as a discrepancy in the medium of language, question paper etc., the institute assesses the validity of the grievance before dispatching it to the affiliated university. The concerned committee look into the matter to get it resolved. The concerned people monitor it regularly so that the best solution can be forwarded to the students applied to any grievances.

File Description	Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response:

There is an academic calendar that specifies the entire schedule of the internal evaluation comprising numerous activities which assess the progress of a learner. The process includes the schedule of the exam, duties, assessment and submission of the marks. The classes are conducted regularly (in the online mode during COVID). Various departments assign projects and dissertations to enable a scientific and rational understanding of teacher education. The institute conducts two internal assessments at regular intervals along with different assignments and practicums. The internal evaluation system of the institute ensures effective teaching, timely evaluation and feedback for encouraging students to learn and develop various learning skills.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document
Link for additional information	View Document

2.7 Student Performance and Learning Outcomes

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

Response:

The curriculum assigned to each programme addresses the expected programme learning outcomes and course learning outcomes. The teaching-learning process focuses on the expected programme learning outcomes and course learning outcomes. These refer to what a student will be able to accomplish after the completion of the programme and course during the given period. The students get engaged in several activities to achieve the learning outcomes so that the transaction of the curriculum can meet with the programme learning outcomes and course learning outcomes. The institute has prescribed the syllabus for each programme and categorised it into multiple ways too so that student needs can be aligned to PLOs and CLOs.

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

2.7.2 Average pass percentage of students during the last five years

Response: 39.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
237	222	230	202	197

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Link for additional information	View Document

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

Response:

Several incentives/activities are designed to achieve the expected PLOs and CLOs which help in developing professional skills among the students. The curriculum is designed to integrate practice-based learning in the form of internship and regular workshops for the students. The Institute has developed a methodical system of conducting an Internship Programme for B.A. B.Ed., B.Sc. B.Ed., B.Ed. and M.Ed. students. As far as professional attributes concerned, the expected programme learning outcomes and course learning outcomes are achieved through pre-internship and internship in JNVs and KVs and in other co-operative schools. Internship is regularly monitored/supervised by the faculty members of the Institute and marks are awarded based on their performance in various aspects of teaching-learning process during Internship. For developing personal attributes, the Institute regularly organises activities such as working with community programme, workshops for art and aesthetics, Prakriti Mela etc. These activities are also monitored and in some of the activities, grades are awarded based on the performance of the students. These incentives/activities are designed to achieve the expected PLOs and CLOs, which help in developing professional skills among the students. The curriculum is designed in such a way that integrates practice-based learning in the form of internship and regular workshops for the students.

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

2.7.4 Performance of outgoing students in internal assessment

Response: 97.48

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

Response: 232	
File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Link for additional information	View Document

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

Response:

The institute facilitates numerous opportunities for the students who can develop skills and even can assess their progress through participation in several activities such as yoga, arts and aesthetic workshop, working with the community, quizzes, extempore, debate and group discussion. The students expect to enhance their communication skills, professional attitude, exposure to further higher education and life skills. These activities delineate the student needs to be fulfilled while assessing their progress through several criteria used in the assessment. The institute organises special lecture series after inviting external resource persons to focus on improvement in students' performance. The students have to accomplish the assigned tasks given in the activity such as preparing the report, submission of their experience and learning and feedback too.

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

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response: 3.33

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

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

Response: 4.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	5	3	6	5

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Data as per Data Template

[View Document](#)

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

Response: 44.43

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

2021-22	2020-21	2019-20	2018-19	2017-18
19.68630	61.95465	38.26230	38.02158	21.97615

File Description

Document

Sanction letter from the funding agency

[View Document](#)

Income expenditure statements highlighting the research grants received, duly certified by the auditor

[View Document](#)

3.1.3 In-house support is provided by the institution to teachers for research purposes during the last five years in the form of: 1.Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and

documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research**Response:** A. Any 4 or more of the above

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

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

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

Response: A. All of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Any additional information	View Document

3.2 Research Publications**3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years****Response:** 1.48**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC**

website during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
10	16	15	21	13

File Description	Document
First page of the article/journals with seal and signature of the Principal	View Document
E-copies of outer jacket/content page of the journals in which articles are published	View Document
Data as per Data Template	View Document

3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**Response:** 0.34**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
08	03	03	02	01

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

3.3 Outreach Activities**3.3.1 Average number of outreach activities organized by the institution during the last five years..****Response:** 10.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	07	11	13	09

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

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**Response:** 100**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
808	807	757	755	728

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document

3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**Response:** 97.92**3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
808	787	743	739	698

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

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

Response:

The institute undertakes a number of extension activities, especially in its neighbourhood for creating awareness about social issues, propagating national campaigns and policies and comprehensive development of the selected rural areas and community groups.

Working with community programme is a way of socialization and inculcate the sensitivity among the students towards the society, with an unknown community; a process of learning something new from the community about its customs and traditions, ways of living and gaining knowledge about the functions and usefulness of the different government programmes and schemes running in that community. Programs of community development are best considered as a mean of collaborating with other peoples of society. It is working with community not working for community. It means one has to learn how to work with community.

The NCC of Regional Institute of Education, Ajmer functions, keeping in mind the maxim: the Youth of today are our future citizens. The future of any nation is largely related to the quality of its human beings. It is an essential for the development of the youth into confident leaders with requisite character qualities and personal attributes, so that they can take their place as responsible citizens of the country, assumes great importance. To achieve this objective, the youth needs to be exposed, beside the academics, to such activities which help them in developing their personality and character and in-turn making them a good leader. The uniqueness of NCC lies in its focused training activity round the year through highly dedicated Armed Forces and NCC Cadre personnel to achieve laid down aims and objectives for youth empowerment. Unity and Discipline are foremost and the Nation Supreme in nurturing future leaders of the Country. NCC is an institution dedicated to create 'Leaders of Tomorrow', encouraging them to discover their true calling, honing their abilities to pursue their dreams and foray into the world as empowered, responsible and true citizens. NCC empowers the youth with sound values and cherished ideals, offering plethora of opportunities to excel in all walks of life and become worthy citizens of our great Nation.

Internship in Teaching Programme: Learning to function as Teacher -A teacher educational institution performs a significant function of providing learning experiences (to pupil teachers) to lead their

students from the darkness of ignorance to the light of knowledge. The programme involves to Learning is about a change: the change brought about by developing a new skill, understanding a scientific law, changing an attitude. The programme learning to function as teacher facilitates a dual role to intern being work as college student and beginning teacher.

Environmental Theme Park

The institute has developed and projected an environmental theme park for strengthening the biodiversity and environment-based school education programmes. For this, the institute environmental theme park maintains the various ecosystems, medicinal plant conservatory, a centre for non-conventional source of energy, a green house, conservation of water and soil and organic farming, Teerthankar Vatika, Navagraha Vatika, Panchavati Vatika etc.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

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

Response: 2

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

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

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

3.4 Collaboration and Linkages

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

Response: 0.4

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

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

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

3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**Response:** 0**3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

File Description	Document
Data as per Data Template	View Document

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

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

Response: A. All of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Institute is spread over 110 acres. It has 19 Classrooms and 06 Seminar Halls, 23 Labs and 286 Computer systems with internet facility. Each & every department with faculty members are given personal computer systems with a connective internet facility. Institute has E-Learning centerhaving 40 computers with LAN. 5 smart classrooms, seminar halls support ICT based teaching learning with 14 projectors,3 smart boards and 08TVs.Institute's computer and Math lab are also equipped with 46 and 10 computers respectively. Internet of 100 Mbps through NKN support is available. Academic staff has 24 laptops. Institute has one State of Art Studio. It develops audio-video E-content .Thermal and dust free environment is available by13 ACs of1/1.5/2 tons of capacity installed in Studio and ICT. Institute has a playground for Cricket, Football and a Standard Track for Athletics,2 Badminton Court (Indoor), Tennis Court, Basketball Court, 3 Volley ball Court (outdoor), 2 Table Tennis,1 Roman Ring and 2 Parallel Bars,1 Multi-Purpose hall for yoga and Extra Activities, 1 ICT enabled assembly Hall, 1 Open Gym with 21 different exercise stations. The institute has theme park for strengthening the biodiversity and environment-based school education programmes. 410 kW solar power plant is installed.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Link for additional information	View Document

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

Response: 44

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

Response: 11

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

Response: 25

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Link to relevant page on the Institutional website	View Document

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

Response: 17.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
94.78	60.57	39.46	31.49	178.71

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

4.2 Library as a Learning Resource

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

Response:

The library has been using Koha software since 2019. Presently the version 18.11 is there. The software supports acquisition, cataloguing, circulation, patron creation, in-out management system and serial control. Additionally, it provides user-friendly OPAC interface to access library materials. The Acquisition system covers initiation of titles for ordering, approval, placing of orders, receiving materials, invoice processing, accessioning etc. The Cataloguing system maintains a title-in-process file of all items that are accessioned and catalogued data. The addition system covers catalogue maintenance, holding updates etc. Circulation system supports front desk operations such as check-in, check-out, renewals, reservation memberships renewal. It provides bar-codes-based issue system. Patron creation card program facility, the polycarbonate library membership cards identify the users with their stream, class, address and it is used in library circulation and in-out management system. In-out management system is a paperless user friendly facility. It contains all the incoming and outgoing time records of library visitors with statistical data. The

Serials system provides for subscription, renewal, recording of current and achieved collections etc. Online Public Access Catalogue provides access to the library's holdings through various catalogues and indexes such as author catalogue, title catalogue, subject catalogue, classified catalogue, publisher index. Presently, the software holds bibliographic details of library including books, journals, thesis, dissertations, reports etc. All the circulation activities are on bar-code tag system. The library has OPAC terminals which help users to locate their desired material.

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

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

Response:

Institute has static IP based access system to various Journals. It has registered for the N-LIST Programme and have access to e-Resources subscribed under N-LIST. The subscribed e resources are:

- American Institute of Physics(AIP) <https://aip.scitation.org/> ,
- Annual Reviews <https://www.annualreviews.org/help/main>
- IndianJournals.com , Institute of Physics <https://iopublishing.org/librarians/>
- JSTOR <https://about.jstor.org/> ,
- Oxford University Press <https://academic.oup.com/journals?login=true>
- Royal Society of Chemistry <https://www.rsc.org/about-us/>
- EBSCO Discovery Service <https://web.s.ebscohost.com/ehost/search/basic?vid=0&sid=9e2e81d4-cb61-4221-ab82-b7cd3b430254%40redis>
- Cambridge Core <https://www.cambridge.org/core>
- ProQuest <https://ebookcentral.proquest.com/lib/inflibnet-ebooks/bookshelf.action>
- Hindustan Book Agency <https://portal.igpublish.com/iglibrary/database?dtbs=hindbookshibboleth=ea9534c93ddb43f9a3295878adcf439eab97e0e9cce14fbbb5c865b8dedc248f>
- ISEAS Publishing , Oxford Academic <https://academic.oup.com/pages/about-oxford-academic>
- Springer <https://link.springer.com/>
- SAGE Knowledge <https://sk.sagepub.com/books/librarian-info>

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

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

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

Response: A. Any 4 or more of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document

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

Response: 4017505

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

2021-22	2020-21	2019-20	2018-19	2017-18
4231782	3933789	4788897	3839667	3293390

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

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

Response: 15.62

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

Response: 1

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

Response: 1

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

Response: 2136

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

Response: 3496

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

Response: 5431

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

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

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

Response: B. Any 3 of the above

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

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

The institute has IT infrastructure including computer systems having i3 to i11 microprocessors of Intel family, memory configurations upto 16GB RAM & 1TB HDD & operating systems from windows 7 to 10 along with Ubuntu, IOS etc. Total 286 computers are available. A 100 Mbps NKN line is distributed with 1Gbps intranet network. Campus has WIFI (2.4G and 5.0G of Sophos/Juniper) & LAN port including hostels. Academic staff is empowered with 24 laptops. User friendly online admission procedure is enabled by various ICT facilities. Institute has E-Learning centrewith 40 computers with LAN. Computer lab has 46 computers. Institute has a State of Art Studio. It develops audio video E-content .The studio is air conditioned & acoustically designed. It has separate Production Control Room. PCR has a video mixer with multi cameras. There are 4 i-Macs. 1i-Mac machine is attached with audio mixer and video capture chain. A talkback system is provided.The Studio has separate NAS storage server with 100TB. Examinations are smoothly conducted due toprinting facility using high-capacity printers & scanners. In library digital in-out RF Id system is installed. 6-Aadhar based Biometric system and 59

CCTVs are installed. The institute has server facility of 4 physical and 6 virtual Hyper-V virtualization server and UPS facility. Licensed software's like, Antivirus Kaspersky, Adobe package, Microsoft Licenses are procured.

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 4.14

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

4.3.3 Internet bandwidth available in the institution

Response: 100

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

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

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

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

Response: B. Any 4 of the above

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

4.4 Maintenance of Campus and Infrastructure

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
345.87	237.07	191.56	654.43	927.02

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

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

Response:

The institute handles the maintenance, and construction of physical, academic and support facilities (Building, IT Infrastructure, Library and library resources, Seminar and Assembly Hall, Games and Sports and any other incidental and allied requirements) in several ways. It writes to CPWD or through online/offline, GeM tendering process. The maintenance of facilities provided in the institute is undertaken by the Campus and Welfare section under the supervision of Section officer and Administration officer. The requirements regarding the facilities are forwarded by the concerned sections & departments including the maintenance & repairs, new additions of infrastructure and their support facilities, updating softwares

and any other relevant service or addition, to the campus and welfare section of the institute through the administration. The institute constitutes committees every academic year to take into account the infrastructure development, maintenance and monitoring of the campus of RIE. For the same regular meetings are held. The list of the aforesaid committees is attached herewith. The Maintenance Policy of the Institute is also uploaded on the institute website.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: A. All of the above

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

5.1.2 Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	View Document
Paste link for additional information	View Document

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

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

Response: A. All of the above

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

5.1.4 Institution provides additional support to needy students in several ways such as: 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident)

Response: A. Any 5 or more of the above

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

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators											
Response: 17.22											
5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years											
<table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>94</td> <td>26</td> <td>0</td> <td>81</td> <td>77</td> </tr> </tbody> </table>		2021-22	2020-21	2019-20	2018-19	2017-18	94	26	0	81	77
2021-22	2020-21	2019-20	2018-19	2017-18							
94	26	0	81	77							
File Description											
Document											
Data as per Data Template	View Document										
Annual reports of Placement Cell for five years	View Document										
5.2.2 Percentage of student progression to higher education during the last completed academic year											
Response: 3.38											
5.2.2.1 Number of outgoing students progressing from Bachelor to PG.											
Response: 6											
5.2.2.2 Number of outgoing students progressing from PG to M.Phil.											
5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.											
Response: 2											

File Description	Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

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

Response: 3.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	19	22	13	11

File Description	Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

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

Response:

The institute has student's council in which every student is a member. Their representatives conduct inter-house activities like Drama, Group, Dance, Rangoli, Elocution, cricket, Basketball, Volleyball, and Tennis. The posts of each house are House perfect, Girls Representative, Science Secretary, Culture Secretary & Games Secretary. They are elected through inter house elections. Representation is provided for students on Statutory Bodies like Women's Cell & Committee Against Sexual Harassment, Anti Ragging Committee and Grievances Committee, placement cell, mess committee etc. The representatives participate in meetings conducted regularly during the academic session, deliberations and decision-making process and bring the much-needed students' perspective to the work in hand. They are assigned special tasks during cocurricular, extra-curricular and sports activities. They also help in coordinating the various academic and administrative events, festival. Students Council perform a proactive role during Inter house events and Competitions related to Sports, Academics, Student activities like Annual Sports Day, Annual Prize Distribution Program, Cultural activities and Competitions, NCC Republic Day Parade, Science Exhibition organized in the institute. Besides this, Student Council and Student representatives take a lead,

assist faculty members, and help in coordinating and volunteer in institute level and departmental activities on various occasions.

File Description	Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

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

Response: 16.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	0	26	26	26

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

5.4 Alumni Engagement

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

Response:

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution by addressing and awaringthe students and set and example among them for their bright future.

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Documentary evidence for the selected claim	View Document

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

Response: 1

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

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

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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

Response:

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. Alumni help in awareness for various opportunities among the students more effectively.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Vision

The Vision of the College is reviewed and redefined in view of changing national and global trends in education. Goals are set to attain the objectives enshrined in national policies and documents for higher education. In the present context, the vision of the college is:

- Nurturing and ensuring excellence, quality and inclusive growth in school education and teacher education.
- Contributing to national development by serving the cause of social justice, ensuring equality and increasing access to higher education. Following the “Education for All” objective of the nation, through the reservation policy, every section of the society is given equal opportunity.
- Fostering global competencies by developing high caliber at nationally comparable and internationally acceptable standards with innovative, creative and entrepreneurial capacities. To realize this objective networking with the neighboring institutions and fostering a closer relationship.
- Inculcating value system among students through its entire campus experiences and multifarious activities to enhance the qualities of co-operation and mutual understanding.
- Promoting the use of technology as a learning resource as well as managing the activities of the institute. The institutional website giving all the relevant information.
- Quest for excellence through establishment of IQAC for quality sustenance and enhancement in the process of teaching and learning, their linkages with the core values proposed by NAAC.

Mission

- Preparation of quality school teachers in Science, Mathematics, Social Sciences, Humanities and language.
- Look after other educational requirements of the states of Himachal Pradesh, Uttarakhand, Punjab, Haryana, Uttar Pradesh, Rajasthan, New Delhi and UT Chandigarh, J&k and Laddakh.

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

6.1.2 Institution practices decentralization and participative management

Response:

Institution practices decentralization and participative management through constitution of various academic and administrative committees for every academic year in order to conduct academic programmes keeping in view the requirement of academic calendar. While constituting the committees Dean, all Heads, Administrative Officer, Accounts Officer and Medical Officer of the Institute participate to suggest names of faculty and concerned staff members. These committees are responsible to plan, execute and conclude all the activities as per academic calendar. Besides these committees various in-charges for different sections are also appointed. In the year 2021-2022, 41 different committees have been constituted to practice decentralization of management system.

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

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

Response:

The institution maintains transparency in its financial, academic, administrative and other functions. Biometric attendance system is established in the Institute for all Staff members. E-office system is well functional under which Leave Management System and Tour Management System are working. The audit of Institutional expenditure is done annually by Internal as well as External audit teams. Institute receives annual grant from NCERT, New Delhi every year and submits expenditure statement at the end of Financial Year. On-line transaction for salary and other payments including honorarium to invited experts and participants, payment of Firms and service provider is in practice through RTGS/NEFT transactions. Academic Transparency is maintained in the Institute by assigning different roles to different faculty members including rotation of Headship of the Departments and Constitutions of Committees. Institute's Library has been upgraded as advanced technology enabled library in which all learning resources are

accessible online.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Institution prepares its strategic plan every year in such a manner that all activities are completed as per academic calendar, specially pre-service and in-service programmes. One activity successfully completed: The programme advisory committee approves training, research, development and extension programme for the Institute every year. These programmes are considered as PAC programmes. In the reported year, Institute completed 19 programmes on different areas of school education. After completion of the programme academic reports are submitted in the Department of Extension Education and same is sent to NCERT HQrs.

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

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

Response:

The functioning of the institute is governed by rules and regulations of NCERT, an autonomous body under the Ministry of Education, Govt. of India, New Delhi including policies, administrative set-up, appointment and service rules, procedures, etc.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to Organogram of the Institution website	View Document

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

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

Response: A. Any 6 or more of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Annual e-governance report	View Document

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

Response:

The entire academic programmes of the Institute is presented in Institute Advisory Board (IAB) and Management Committee (MC) meetings every year. Both the bodies have Internal as well as External Members including representatives of Educational Authorities belonging to Northern Region States and UTs. Vice-chancellor of the M.D.S. University, Ajmer chairs M.C. Meetings. Minutes of meetings are recorded and circulated. IAB and MC plan institutional programmes and proposed expenditure.

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

6.3 Faculty Empowerment Strategies**6.3.1 Effective implementation of welfare measures for teaching and non-teaching staff is in place**

Response:

Institutions plans effective implementation of welfare measures for teaching and non-teaching staff every year. In the reported year, the Institute sanctioned/issued circular for employees to avail Computer Loan Advance. Reimbursement of Medical Expenditure is one of the predominating welfare majors of Institute for which Register is maintained for all employees having separate details of Amount reimbursed. During Covid-19 pandemic regular circulars have been issued to make employees aware of Covid-19 and required measures as per GoI advisory. Before opening of the Institute, entire campus building including hostels and office premises was sanitized. Currently hand sanitizer are available in all the Departments, sections, offices including adjacent to Bio-metric machine. Besides this, NCERT organizes 'Staff Tournament' for its constituents units situated at Ajmer, Bhopal, Bhubneswar, Mysuru, Shillong and NIE HQrs. This Tournament is organized in one of the constituent units annually on rotation basis. Last tournament was held at RIE, Bhopal from 19 to 23rd October 2019 and forth coming is proposed at RIE, Ajmer from 26 to 30th December 2022.

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

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

Response: 1.58

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

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

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document

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

Response: 8

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	05	01	0	0

File Description	Document
List of participants of each programme	View Document
Data as per Data Template	View Document

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

Response: 5.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	00	09	00	00

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

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

Response:

Institute has separate APAR (Annual Performance Assessment Report) format for different officials. Each APAR has specific indicators based on duties, functions, responsibilities, tasks and achievements related with employees of different cadres. APAR report is annually filled in by every employee and submitted to immediate reporting officer for remarks in terms of grading or awarding marks to the performance of officer reported, finally same is forwarded to reviewing officer. APAR reports are considered by competent authority/departmental promotion committee for administrative as well as financial promotions of employees.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Internal as well as External financial audits are regularly conducted for the Institute in which Internal Audit from NCERT, New Delhi and External Audit from Accountant General office, Jaipur performs the financial audit tasks. Audit objections, if any, are mentioned by audit team on the basis of verification of records/documents submitted by Institute. These audit objections are settled by a set mechanism in which administrative/academic justifications are provided by the Institute Authority.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Data as per Data Template	View Document

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

Response:

Institute receives funds from NCERT every year under Council and Non-Council heads, further mobilization of fund is optimally utilized for different expenditures such as salary, allowances, maintenance, pension, LTC, medical reimbursement, Child Education Allowance etc.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

6.5 Internal Quality Assurance System

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

Response:

Internal Quality Assurance Cell (IQAC) is well functional administrative committee of the Institute which looks after mechanism for institutionalizing the quality assurance strategies. Following mechanism have been adopted by IQAC:

1. Constitution of various committees to prepare and consolidate AQAR for academic year 2020-2021.
2. Organization of Quality and sustainable Schools - Learnings from Schools in India programme (10-09-2021)
3. Organization of Academic Forum Lectures
4. Organization of 'World No Tobacco Day' on May 31, 2022.
5. Preparation and submission of IQAC Report.
6. Mid term review of NPEP, NCERT
7. Educational Trends (A journal of RIE (NCERT), Ajmer)
8. NSS Activities
9. NCTE performance appraisal report
10. PAC programme proposals for 2022-2023
11. Activities of Students Council
12. Application for ITEP to NCTE
13. Increase in intake and applying for ITEP
14. Preparation of SAR
15. Proposal for Dairy Farm, Agriculture and Animal Husbandry courses.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document

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

Response:

The institution reviews its teaching-learning process periodically through IQAC. Proforma for work done report is circulated among all faculty members of Institute and DM School it includes the following:

1. Subjects taught both - Theory and Practicals
2. Submission of Attendance
3. Leaves and Permissions
4. Missing classes, make up classes and extra classes taken
5. Teaching work assigned for Academic year
6. Sharing of other administrative responsibilities
7. PAC programmes
8. Seminar/workshop attended

- 9. Publications
- 10. Adopted any innovative practices
- 11. Any significant contribution to the Institute
- 12. Self Grade by the Faculty

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

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

Response: 6.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	13	03	00	00

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

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

Response: A. Any 4 or more of the above

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

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

Response:

Institution keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives. For first cycle following incremental improvements have been achieved within the institution:

- 1.Semester and CBCS examination based programmes prepared and submitted to MDS University, Ajmer in 2017.
- 2.Placement Cell of the Institute has been made more pro-active in terms of maintaining record of students placement year wise.

For second and subsequent cycles following incremental improvements have been achieved within the institution:

- 1.B.Ed. and M.Ed. 3 year integrated course structure prepared and sent to NCERT for its approval in 2022.
- 2.Three year M.Sc. M.Ed. and M.A.M.Ed. integrated course (Geography, Hindi, Physics, Chemistry) structures prepared and sent to NCERT for its approval in 2022.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

To make RIE Ajmer campus sustainable and environment friendly, the institute has taken step towards saving our environment by shifting to a clean and green source of energy, in the form of solar energy. As this is an essential source of renewable energy, so our institute has opted to install a 410 kWp roof top solar plant at various locations which is truly a significant milestone. In this direction, Institute has signed an agreement with Fourth Partner Energy Pvt. Ltd. which is valid for a period of 25 years at a year-wise tariff of INR 3.19/kWh. The plants were installed on 26th October, 2018 and shall continue for 25 years i.e., until 2043. The energy generated by the Solar Power Plant as per the invoice for March 2022, was 59824 units with bill amount Rs. 190838. The bill amount was Rs Rs 381598 in the year 2018 prior to the installation of solar plant. This clearly indicates the reduced consumption and efficient utilisation of energy. With this achievement our institute has become a role model to many other institutions across the country. Taking steps towards sustainable use of power resources, the Institute has also switched to the use of efficient and power saving equipments like LED bulbs/ rods.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

With the belief that managing waste is essential for building sustainable cities, RIE Ajmer is very much aware and putting all possible efforts to manage the produced waste, like paper waste, e-waste, biological waste, etc. The institute believes that old books/ newspapers/ magazines/ journals do not have to go straight into the trash can after use and should be reused. Henceforth, the books which are no longer useful for the institute, are advertised through a public notice so that it could reach and benefit the needy for free. The Institute has donated a total of 4713 books. The Campus and Welfare Section of the Institute releases a tender notice for scrapping off year old newspapers/ magazines/ journals etc. The disposal of obsolete and unserviceable electronics and electric items are disposed through auctioning on the recommendation of condemnation board. The green waste of the institute is decomposed in vermicomposting pits, which becomes valuable source of humus which is used for plantation inside the campus. The wastewater is also used judiciously for watering the flora of the campus. Aimed to reduce discharge of toxic chemicals in wastewater, Institute has adopted green approach for conducting science experiments at micro scale.

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

7.1.3 Institution waste management practices include

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

Response: B. Any 3 of the above

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

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

Response: A. All of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document

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

pollution free healthy environment**Response:**

Committed to building a clean and green environment, the institute conducts a plantation drive on days of national importance. Aimed to build values related to sustainable growth among the future shapers of the world, the institute in cooperation with students, faculty members, and the retiring faculty/ staff, institute conducts plantation drive from time to time.. The institute has developed and projected an environmental theme park for strengthening the biodiversity and environment based school education programmes. It is spread in an area of about 11 acres which holds various ecosystems, medicinal plant conservatory, a centre for non-conventional source of energy, a green house, conservation of water and soil and organic farming. Large number of horticultural and ornamental plants are planted in the Botanical Garden also. In its working with community programme, the students are sensitised on importance building a green cover. To sensitize and aware students about the various environmental issues, Institute also organizes 'Prakriti mela' and 'Swachhta Pakhwada'. The event provide direct exposure to students in inculcating values related to conservation of biodiversity. Under Swachhta Pakhwada, several activities like slogan writing, poster making, poetry recitation, essay writing, hand wash and personal hygiene and safai abhiyaan are also being organised. Students of NCC of the institute actively gave the message via acampaign on 'not to spread dirt around water sources and cleanlines' at Foy Sagar Lake Under the 'Puneet Sagar Campaign'.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6 Institution is committed to encourage green practices that include: 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Response: B. Any 4 of the above

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

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

Response: 6.91

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

2021-22	2020-21	2019-20	2018-19	2017-18
71.41	25.51	50.58	12.49	2.71

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document
Any additional information	View Document

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

Response:

The institution has created an ecosystem for innovations and creation and transfer of knowledge through its various dedicated program and sensitizing students towards their neighbourhood. Institute organizes **working with community programme** for its prospective teachers in an attempt to socialize the preservice trainees and make them understand the relationship between community and school, promote inclusiveness, sense of cooperation and unity. Institute puts forth efforts to include local, folk, as well as

classical traditions of art in its **Arts and Aesthetic Workshop** which are mandatory for all pre-service programmes. Besides this, it encourages local artists to participate in the workshop for the orientation of students. Expenditure for each programme is met out from institute's fund. A webinar on awareness among the prospective teachers on environmental issues and concerns was organised to address the issues like climate change/ global warming, environmental sustainability, and ecological restoration. The students of various pre-services courses were sent to their nearby place of residence to collect data pertaining to Environmental Survey. For the teachers teaching in madrasas, capacity building programme was organised for enhancement of quality education which covered all the states and UTs of Northern India. Transaction of Nistha modules, e-content development were the main focus.

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

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

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

Response: A. All of the above

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

7.2 Best Practices

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

Response:

1. Title: Environmental Education Theme Park

Objective: To expand learning experiences beyond the boundaries of the classroom in a way that strengthens the biodiversity and create environmental awareness among students.

The Context: The institute nurtures a living laboratory named 'Environmental Education Theme Park' which maintains various ecosystems, medicinal plant conservatory, a centre for non-conventional source of energy, a green-house, conservation of water and soil, organic farming, teerthankar-vatika, navagraha-vatika, panchavati-vatika, etc., to relate the learning experiences to real life and inculcate environment-related values among students.

The Practice: The institute's initiative towards strengthening the biodiversity and environment based school education programme reflects through its various sensitization programmes which aims to demonstrate functions of various ecosystems, understand scientific basis of the functioning of the green house and its utilization for growth and development of exotic plants. Institute organized 'Prakriti-Mela' which exhibited various working models, charts, activities focusing on environmental awareness. Aimed to establish the link between science and society, the institute took steps for the development of Science, Mathematics, Geography and Environmental Education Theme Park.

Evidence of Success: The major outcome is that the in-service teachers of the region, pre-service teacher trainees and students of DM School got exposure to various eco-systems. In the Mela, around 19 working models and various activities concerned with environmental issues were demonstrated. The students, teachers and parents from 25 local schools of Ajmer visited the mela and participated in different competitions.

Resources Required: For the maintenance, upgradation, and smooth functioning, three more gardeners are required at the theme park.

2. Title: Development of institute's app for disseminating activities planned under block research project

Objectives: To provide a platform for the teachers to learn and share their research practices of implementing need-based intervention to improve classroom practices.

Context: For disseminating the planned activities and providing a platform for the teachers to share their practices, an app '**Interventions at Block level**' was developed which has information related to the study like objectives of study, name of schools, details of students and teachers, research methodology, baseline achievement assessment, interventions modules, art-integrated learning activities and details of interventions implemented.

Practice: Aimed to bring improvement in the teaching-learning process and provide need-based interventions, the institute conducted a block level research on 167 schools of Hurda Block of Rajasthan.

Based on the assessed learning levels of students and teachers' need assessment data, the interventions (training and onsite support) were planned. The institute's faculty is establishing rapport with different stakeholders of the school. They are demonstrating suitable solution to the problems/difficulties faced by the schools in imparting the planned interventions.

Evidence of Success: Beside improving the LOs, need-based intervention have improved the attendance, regulated retention, and enhanced the confidence, communication skills and attitude of students. The onsite academic support gave the solution of identified problems school had and help improve the academic and infrastructural environment of the school.

Resources Required: Development of need assessment tool related to subject specific needs of teachers and students' baseline achievement assessment survey, the test items of which were pooled by Educational Survey Division of NCERT, New Delhi. Capacity building programme was organised each year for the teachers and school heads.

Web link: <https://rieajmer.raj.nic.in/Document/news/block.pdf>

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

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

Response:

Institute has participated for developing position papers on various themes to provide inputs to the national curriculum framework in the area of school education, ECCE, teacher education and adult education. Focus groups position papers aimed to provide specific inputs to stage wise preparation of National Curriculum framework. As per National Education Policy 2020 mandate, four curriculum frameworks will be prepared that is school education, vocational education, ECCE, and teacher education. This has been a distinct task of NCERT to prepare position papers for which institute's faculty participated as members secretaries and member of different national focus groups to prepare position papers as per the perspectives of National Educational Policy 2020. Institute has organized 15 National District Level Consultation meetings with stakeholders with reference to linkages between school and higher education. The institute organized 15 DLCs in 10 states/ UTs of northern region. In the states of Haryana, Delhi, Himachal Pradesh and Punjab, and UT; Ladakh and Chandigarh one DLCs was organized in each state, while 2 DLCs were conducted in each state of Uttarakhand and Rajasthan, and Jammu & Kashmir and 3 DLCs were conducted for Uttar Pradesh. The DLCs were organized in collaboration of SCERTs of the states/UTs. The meets were coordinated by the nominated NCERT nodal officers and organized as per the guidelines and schedule provided by the council.

Institute had conducted consultation meets at university of Chandigarh, University of Lucknow, and central University of Jammu in collaboration with concerned universities under the chairpersonship of Vice Chancellors. In these meetings, stakeholders of higher education, non-governmental organisations, institutions working for Art and other traditions of learning including community members to get their feedback on community participation as well as effective linkages between school and higher education.

The objectives of the consultation meets were as follows:

1. Understand core objectives, deliverables and key paradigm shifts for the development of NCF
2. Understand current status and needs of education in India at Foundational, preparatory, middle and secondary stage for appropriate teaching-learning resources
3. Appreciate and comprehend the importance of the linkages between each stage of school education (ECCE/Foundational, Preparatory, Middle and Secondary stages) and Higher Education.
4. Understand challenges in implementation of NCF to bring expected transformation aligned to the NEP-2019 and 2020.

Consolidated inputs of consultation meetings are prepared by RIE faculty and host university faculty members. Final documents in the form of report forwarded to NCERT, New Delhi for reference.

Institutional efforts to develop position papers and organizing consultation meets are the mandates of NCERT and Regional Institute of Education, Ajmer to nurture and ensure excellence quality and inclusive growth in school education and teacher education. Thereby 25 national focus groups, out of which two focus groups i.e. ECCE, FLN and linkages between school and higher education were coordinated by Regional Institute of Education, Ajmer faculty. In other NFGs like Knowledge of India, Mathematics education, Publication of quality textual and non-textual materials, faculty of Regional Institute of Education, Ajmer contributed as members. Final position papers already submitted to NCERT, New Delhi.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document

5. CONCLUSION

Additional Information :

Ajmer is well-known all over India as a historical and pilgrimage place as well as an educational centre. It owes its reputation partly to the Regional Institute of Education (RIE, NCERT, Ajmer). The Institute is situated six km. away from the Ajmer Railway Station in midst of idyllic surroundings with the historic Anasagar Lake in front and the Aravali hills all around. It is almost equidistant from the world famous Dargah of Khawaja Moinuddin Chisti beyond the lake and the holy place of Hindu pilgrimage, Pushkar, at the back. This Institute, with its spacious buildings, playgrounds, gardens, lawns and farm is spread over 110 acres.

It is affiliated to the M.D.S. University, Ajmer and its courses – B.A. B.Ed., B.Sc. B.Ed., M.Ed. and B.Ed. are recognized by the NCTE, New Delhi. It is controlled and managed by the NCERT. The Vice-Chancellor of the affiliating university performs the advisory role on matters of academic interest. The Institute has Four Departments namely: Department of Education in Science and Mathematics (DESM), Department of Education (DE), Department of Extension Education (DEE) and Department of Education in Social Science and Humanities (DESSH), a well-equipped and rich library with 10 computers having internet facility and more than 75 thousand books for readers. Its administrative work is shared by five sections namely, Establishment Section, Principal's Secretariat, Campus and Welfare Section, Academic Section and Accounts Section.

Institution has fully functional and well equipped 08 laboratories, Physics, Chemistry, Botany, Zoology, Mathematics, Psychology, Geography and Educational Technology. A fully equipped and functional Studio is to support latest trends in education. A dispensary with basic medical facilities in supervision of a Medical Officer and 24 hour medical attendant (Compounder) is functional in the Institute. It has spacious play-ground with practice nets for volley ball, basketball and Tennis courts.

To promote environmental awareness, this Institute maintains a rich Environmental Education Theme Park situated in the Campus which comprises a huge biodiversity. It includes Aquatic Desert and terrestrial ecosystem, a medicinal plant conservatory, Sarva Dharma Vatika, a centre for demonstration of rain water harvesting conservation of water and soil organic farming etc.

Concluding Remarks :

As an advanced and pioneering institute of education of the northern region of the country, it tries out innovative pre-service programmes and promotes research, develops instructional material and imparts training to in-service teachers in various school disciplines and the methods of transacting them. The Institute advises the state departments of education on policies and programmes related to all aspects of school education and extend help in the implementation of national level policies and programmes originating from the Ministry of Education (MoE) and the NCERT headquarters. The Institute aims primarily at capacity building of the states/UTs and district level teacher education institutes like SCERTs, DIETs, IASEs, CTEs etc. by undertaking specific projects in the areas of research, development and training. As a regional resource institute on school education and teacher education, it offers a support system to the clientele states/UTs and documents and

disseminates information concerning improved methods, practices and patterns of education to the state level agencies.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: E. Any 1 or none of the above</p>										
1.1.3	<p>While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through</p> <ol style="list-style-type: none"> 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above</p>										
1.2.2	<p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>4</td> <td>4</td> <td>3</td> <td>3</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	4	4	4	3	3
2021-22	2020-21	2019-20	2018-19	2017-18							
4	4	4	3	3							

Answer After DVV Verification :

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

Remark : The data provided does not seem to be of value- added courses

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
764	735	719	497	475

Answer After DVV Verification :

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

Remark : as per data provided

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
58	46	49	45	44

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
30	00	27	15	27

Remark : As per data provided

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

Structured feedback is obtained from

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 4 of the above

Remark : As per data provided

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken

Remark : As per data provided by HEI

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
188	188	149	149	156

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
135	135	135	135	135

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
45	45	17	17	11

Answer After DVV Verification :

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

37	41	16	13	6
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Remark : As per data provided by HEI

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

1. **Mentoring / Academic Counselling**
2. **Peer Feedback / Tutoring**
3. **Remedial Learning Engagement**
4. **Learning Enhancement / Enrichment inputs**
5. **Collaborative tasks**
6. **Assistive Devices and Adaptive Structures (for the differently abled)**
7. **Multilingual interactions and inputs**

Answer before DVV Verification : A. Any 5 or more of the above

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

Remark : As per data provided by HEI

2.2.4 **Student-Mentor ratio for the last completed academic year**

2.2.4.1. **Number of mentors in the Institution**

Answer before DVV Verification : 57

Answer after DVV Verification: 55

Remark : HEI has not provided documents mapping students to mentors and any mentorship reports

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
57	25	57	57	57

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
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1	1	1	1	1
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Remark : Data not visible in documents

2.3.4	<p>ICT support is used by students in various learning situations such as</p> <ol style="list-style-type: none"> 1. Understanding theory courses 2. Practice teaching 3. Internship 4. Out of class room activities 5. Biomechanical and Kinesiological activities 6. Field sports <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: C. Any 2 of the above</p>
2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : As per supporting documents by HEI</p>
2.4.2	<p>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</p> <ol style="list-style-type: none"> 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs

	<p>7. Addressing inclusiveness</p> <p>8. Assessing student learning</p> <p>9. Mobilizing relevant and varied learning resources</p> <p>10. Evolving ICT based learning situations</p> <p>11. Exposure to Braille /Indian languages /Community engagement</p> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: D. Any 2 or 3 of the above</p>
2.4.3	<p>Competency of effective communication is developed in students through several activities such as</p> <ol style="list-style-type: none"> 1. Workshop sessions for effective communication 2. Simulated sessions for practicing communication in different situations 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ 4. Classroom teaching learning situations along with teacher and peer feedback <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p>
2.4.5	<p>Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of</p> <ol style="list-style-type: none"> 1. Preparation of lesson plans 2. Developing assessment tools for both online and offline learning 3. Effective use of social media/learning apps/adaptive devices for learning 4. Identifying and selecting/ developing online learning resources 5. Evolving learning sequences (learning activities) for online as well as face to face situations <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : As per evidence provided by HEI</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events

	<p>8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports</p> <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : As per the data provided</p>
2.4.12	<p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p> <ol style="list-style-type: none"> 1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : As per the data provided</p>
2.5.2	<p>Percentage of fulltime teachers with Ph. D. degree during the last five years</p> <p>2.5.2.1. Number of full time teachers in the institution with Ph.D. degree during last five years</p> <p>Answer before DVV Verification : 30 Answer after DVV Verification: 15</p> <p>Remark : As per data provided</p>
2.5.3	<p>Average teaching experience of full time teachers for the last completed academic year.</p> <p>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year</p> <p>Answer before DVV Verification : 476 Answer after DVV Verification: 420</p> <p>Remark : As per data provided</p>
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support

5. Provision of answering bilingually

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : As per data provided

2.7.2 Average pass percentage of students during the last five years**2.7.2.1. Total number of students who passed the university examination during the last five years**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
237	222	230	202	197

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
237	222	0	0	0

Remark : Only result sheet of 2021-22 and 2020-21 provided

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: E. None of the above

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	07	11	13	09

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	03	03	04	03

Remark : As per data provided

- 3.4.3 **Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes**
1. **Local community base activities**
 2. **Practice teaching /internship in schools**
 3. **Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
 4. **Discern ways to strengthen school based practice through joint discussions and planning**
 5. **Join hands with schools in identifying areas for innovative practice**
 6. **Rehabilitation Clinics**
 7. **Linkages with general colleges**
- Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. Any 3 or 4 of the above

- 4.1.3 **Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**
- 4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**
- Answer before DVV Verification:
- | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 94.78 | 60.57 | 39.46 | 31.49 | 178.71 |
- Answer After DVV Verification :
- | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |
- Remark : Mismatch between figures provided

- 4.2.3 **Institution has subscription for e-resources and has membership/ registration for the following**
1. **e-journals**
 2. **e-Shodh Sindhu**
 3. **Shodhganga**
 4. **e-books**
 5. **Databases**
- Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: C. Any 2 of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4231782	3933789	4788897	3839667	3293390

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
42.31	0	0	0	0

Remark : HEI to provide he bills of purchase , only for 2021-22 a signed document provided

4.2.5 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**4.2.5.1. Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Answer before DVV Verification : 824

Answer after DVV Verification: 1

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

Answer before DVV Verification : 1622

Answer after DVV Verification: 1

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

Answer before DVV Verification : 2136

Answer after DVV Verification: 2136

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

Answer before DVV Verification : 3496

Answer after DVV Verification: 3496

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

Answer before DVV Verification : 5431

Answer after DVV Verification: 5431

Remark : HEI has provided the documents for the month of august and september 2021

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

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

4. Documents are obtained as gifts to College

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : As per data provided

4.3.3 Internet bandwidth available in the institution**4.3.3.1. Available bandwidth of internet connection in the institution, in MBPS**

Answer before DVV Verification : 100

Answer after DVV Verification: 0

Remark : Bills of router provided , HEI has not provided the monthly bills of internet

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
429.8089 9	207.9966 1	191.5658 1	683.5099 2	843.0849 7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
345.87	237.07	191.56	654.43	927.02

Remark : As per data provided by HEI

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

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

Answer before DVV Verification : A. All of the above

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

Remark : As per documents attached

5.1.3	<p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <ol style="list-style-type: none"> 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies 2. Details of members of grievance redressal committees are available on the institutional website 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students 4. Provision for students to submit grievances online/offline 5. Grievance redressal committee meets on a regular basis 6. Students' grievances are addressed within 7 days of receiving the complaint <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 or 4 of the above</p>																				
5.1.4	<p>Institution provides additional support to needy students in several ways such as:</p> <ol style="list-style-type: none"> 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident) <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 2 of the above</p>																				
5.2.1	<p>Percentage of placement of students as teachers/teacher educators</p> <p>5.2.1.1. Number of students of the institution placed as teachers/teacher educators during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1588 1046 1722"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>94</td> <td>26</td> <td>0</td> <td>81</td> <td>77</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1800 1046 1935"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>110</td> <td>0</td> <td>0</td> <td>0</td> <td>86</td> </tr> </tbody> </table> <p>Remark : As per data provided by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	94	26	0	81	77	2021-22	2020-21	2019-20	2018-19	2017-18	110	0	0	0	86
2021-22	2020-21	2019-20	2018-19	2017-18																	
94	26	0	81	77																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
110	0	0	0	86																	

5.2.2	<p>Percentage of student progression to higher education during the last completed academic year</p> <p>5.2.2.1. Number of outgoing students progressing from Bachelor to PG. Answer before DVV Verification : 33 Answer after DVV Verification: 6</p> <p>5.2.2.2. Number of outgoing students progressing from PG to M.Phil. Answer before DVV Verification : 34 Answer after DVV Verification: 0</p> <p>5.2.2.3. Number of outgoing students progressing from PG / M.Phil to Ph.D. Answer before DVV Verification : 00 Answer after DVV Verification: 2</p> <p>Remark : As per the data template provided</p>																				
5.2.3	<p>Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)</p> <p>5.2.3.1. Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 949 1046 1084"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>19</td> <td>22</td> <td>13</td> <td>11</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1164 1046 1299"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>11</td> <td>03</td> <td>04</td> <td>00</td> </tr> </tbody> </table> <p>Remark : As pe data provided by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	10	19	22	13	11	2021-22	2020-21	2019-20	2018-19	2017-18	20	11	03	04	00
2021-22	2020-21	2019-20	2018-19	2017-18																	
10	19	22	13	11																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
20	11	03	04	00																	
5.3.2	<p>Average number of sports and cultural events organized at the institution during the last five years</p> <p>5.3.2.1. Number of sports and cultural events organized at the institution during the last five years Answer before DVV Verification:</p> <table border="1" data-bbox="306 1655 1046 1789"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>0</td> <td>26</td> <td>26</td> <td>26</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1870 1046 2004"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>2</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p>Remark : As per documents provided by HEI</p>	2021-22	2020-21	2019-20	2018-19	2017-18	3	0	26	26	26	2021-22	2020-21	2019-20	2018-19	2017-18	0	0	2	2	2
2021-22	2020-21	2019-20	2018-19	2017-18																	
3	0	26	26	26																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	0	2	2	2																	

5.4.2	<p>Alumni has an active role in the regular institutional functioning such as</p> <ol style="list-style-type: none"> 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support <p>Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: D. Any 1 of the above Remark : As per documents provided</p>																				
6.5.3	<p>Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.</p> <p>6.5.3.1. Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1189 1046 1323"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>13</td> <td>03</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1402 1046 1536"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>2</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : As per data provided</p>	2021-22	2020-21	2019-20	2018-19	2017-18	15	13	03	00	00	2021-22	2020-21	2019-20	2018-19	2017-18	2	2	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
15	13	03	00	00																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2	2	0	0	0																	
6.5.4	<p>Institution engages in several quality initiatives such as</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 																				

	<p>5. Participation in NIRF</p> <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above Remark : As per data provided</p>
7.1.3	<p>Institution waste management practices include</p> <ol style="list-style-type: none"> 1. Segregation of waste 2. E-waste management 3. Vermi-compost 4. Bio gas plants 5. Sewage Treatment Plant <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above</p>
7.1.4	<p>Institution has water management and conservation initiatives in the form of</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : As per data</p>
7.1.6	<p>Institution is committed to encourage green practices that include:</p> <ol style="list-style-type: none"> 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above</p>
7.1.7	<p>Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)</p>

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
71.41	25.51	50.58	12.49	2.71

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24.19	19.16	35.14	8.72	2.71

Remark : As per data provided

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

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

Answer before DVV Verification : A. All of the above

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

Remark : As per data provided

2.Extended Profile Deviations

ID	Extended Questions																				
1.4	<p>Number of outgoing/ final year students who appeared for final examination year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>238</td> <td>222</td> <td>232</td> <td>204</td> <td>200</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>254</td> <td>238</td> <td>236</td> <td>232</td> <td>204</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	238	222	232	204	200	2021-22	2020-21	2019-20	2018-19	2017-18	254	238	236	232	204
2021-22	2020-21	2019-20	2018-19	2017-18																	
238	222	232	204	200																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
254	238	236	232	204																	
1.5	<p>Number of graduating students year-wise during last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

2021-22	2020-21	2019-20	2018-19	2017-18
237	222	230	202	197

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
237	237	232	230	202

2.2 **Number of Computers in the institution for academic purposes..**

Answer before DVV Verification : 286

Answer after DVV Verification : 195