SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

KAMLA SHIKSHAK PRASHIKSHAN MAHAVIDHYALAYA DHOLPUR

GIRRAJ COLONY, NEAR RAJAKHERA BY PASS,DHOLPUR
328001
kspmg.kspm.org.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Kamla shikshak Prashikshan Mahavidhyalaya, Dholpur was established in the year 2015. It is a self-financed college run by Raman Society (Registered), Dholpur, which aims to serve the people of the society and especially the minority community. This institute is located at a prime location in Dholpur (Rajasthan) and is easily accessible offering B.Ed. Provides. Course in Teacher Education. It is approved by the National Council for Teacher Education (NCTE) and affiliated with MS Brij University, Bharatpur. The college has an intake capacity of 100 seats for B.Ed.

The college has an excellent infrastructure comprising of spacious and airy classrooms, a spacious library, a multipurpose hall, modern well-equipped laboratories, resource centers, a seminar hall and comfortable staff rooms, separate common rooms for girls and boys, indoor and outdoor Are including. Sports facilities, canteen, drinking water, a health center, uninterrupted power supply, internet, phones, etc.

The Board of Governors, academic and administrative bodies, various committees of the College, and students of all Houses and Tutorials strive wholeheartedly to realize this huge ambition. Therefore, the focus of the college is to create and maintain an environment where future teachers will develop all the requisites of aptitude for teaching, a scientific and humanistic outlook, a spirit of service to the society, and teaching-learning skills.

The College encourages teachers as well as student teachers to participate in professional development programs, seminars, conferences, workshops, and intra-college and inter-college competitions of academic and co-curricular activities respectively.

The college stands out as a unique college of teacher education for its special emphasis on imparting solid theoretical knowledge of curriculum subjects, teaching, and training methods along with practical exposure to actual teaching with a humanistic touch to make the student teacher effective. Is included teacher and a good person.

Vision

The vision of Kamla Shikshak Prashikshan Mahavidhyalaya is not merely confined to imparting knowledge in the classroom but is a means of reinforcing values of love, compassion, equality, and justice. We aspire to produce Teachers who would make significant contributions to the cause of education in the society. The vision of Kamla Shikshak Prashikshan Mahavidhyalaya is the holistic development of the students by imparting traditional and modern education along with making them competent as digital learners for the upliftment of the future generations studying in the Schools of rural India, focus on women education for real upliftment of the future generations & produce quality teachers competent in all the aspects for imparting quality education in schools and also promote skill development in youth especially in rural backward areas.

Mission

The mission of Kamala Shikshak Prahsikshan Mahavidhyalaya is to provide well-trained and equipped teachers

for the century with multi-dimensional qualities in the field of teacher education. The college is committed to ensure physical, mental and moral development of students for holistic development by providing them a blend of traditional, modern and digital education to make them good human beings of Digital India.

Kamla Shikshak Prahsikshan Mahavidhyalaya provides a caring and nurturing environment where pupil-teachers come into their own, blossoming into confident teachers ready to face the world. College is committed to providing training to the would-be teachers to meet the changing socio-economic needs of society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. There is a cordial working environment in Kamla Shikshak Prashikshan Mahavidhayalaya.
2. Along with qualitative education, emphasis is also given to the inculcation of moral values.
3. Focuses on bringing new employment-oriented programs and adding courses.
4. A special objective of the college is to provide education to students who are from economically weaker sections of society.
5. The college has skilled and dedicated teaching staff.
6. Learner-centered teaching approach and use of ICT for teaching.
7. Excellent college results as well as class-wise passing percentage is 90%-98%.
8. The college has a computing laboratory, projector, and smart classrooms.
9. There is a fair admission process in the college.
10. An advanced laboratory with new modern equipment is available in the college.
11. There is a computerized library, a reading room, and an auditorium with a capacity of 80 students.
12. The infrastructure of the college has been expanded to deal with the current needs and requirements of the students.
13. The college campus has internet connectivity and Wi-Fi.
14. Environmental awareness program by Eco Club of the college.
15. Gender sensitization is done through the female cell.
16. The laboratories have been renovated with new gadgets and equipment.
17. A well-organized dispensary is available for first aid facility.
18. The annual handwritten magazine "Srijan" is edited in the college.
19. A spacious campus with eco-friendly environment with lush green lawns is available.
20. There is a huge playground in the college.
21. Encourages faculty to develop research approaches.

Institutional Weakness

1. The influence of regional language is more.
2. Sources of income are less.
3. Mahavidhyalaya is an affiliated college of Maharaja Surjmal Brij University, Bharatpur is limited by the program structure and curriculum is prescribed by the affiliating university there for Mahavidhayalya does not have much flexibility in this regard.
4. Lack of motivational courses for employees.
5. The rural background of the region creates an awareness of global potential in society.

Institutional Opportunity

1. Supportive Management.
2. Benevolent attitude of staff towards students.
3. Safe campus for female students.
4. Knowledge and Learning of ICT can be enlightening for rural students.
5. increase in internship linking to provide better opportunities to students.
6. Mahavidhyalaya Seeks to further its National Educational Linkages, while Kamla Shikshak Prashikshan Mahavidhyalaya has established mutually beneficial links with the goal of teaching and training concerning teaching, learning, and evaluation with nearby colleges and societies.

Institutional Challenge

1. Efforts to change the mindset of students and parents.
2. Improve upon communication skills of students.
3. Motivating faculty for research by getting research grants from various funding agencies.
4. Publishing journal of Kamla Shikshak Prashikshan Mahavidhyalaya.
5. Linkages with Government organizations and various institutions at National and International levels.
6. To achieve excellence in academics by involving masses from socially weaker sections.
7. Not able to apply changes as suggested in NEP being an affiliated Teacher Education college.
8. Curriculum Planning and Curriculum Development is not in control.
9. The funding facility is not available.
10. Non-performing students are a threat that can impact enrollment, new partnerships, and revenue.
11. Kamla Shikshak Prashikshan Mahavidhyalaya is faced with increasing competition from many colleges in and around.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Mahavidhayalaya is an affiliated institute of Maharaja Surajmal Brij University, Bharatpur so it follows the whole curricular aspects designed and developed by the affiliating university. Mahavidhayalaya implements the curriculum very effectively & Transparently.

Mahavidhyalaya conducts MSME courses for the professional growth of the students. Apart from the curriculum, students are allowed to choose a course according to their aptitude, capacity, skill, taste, and aspiration.

Mahavidhayalaya has constituted a committee i.e. "Academic Planning & Time Table Committee" for the planning & implementation of the curriculum in the Faculties used Teaching with real-time examples, and case studies related to the subject. Course Files & Lab Manuals for Effective Instructions Employability Enhancement Training Programmes Entrepreneurship Awareness Activities Learning resources from reputed institutions shared as supportive learning materials.

Mahavidhayalaya is planned transparently and effectively through academic calendars, course plans, and timetables followed by Teachers' diaries. The curriculum, pedagogy, and infrastructure are regularly upgraded

to remain responsive to changing needs. The academic processes are streamlined by thoroughly preparing the timetable, workload, and other administrative tasks at the beginning of the new session. Teachers and students are also oriented during the Teacher Induction and Student Orientation programs, respectively.

To maintain flexibility and responsiveness to the changing environment, the curriculum has always retained optional papers. Students are given the option to choose alternative courses based on their aptitude, skills, and aspirations. The university designs the curriculum in such a way that students can learn cross-cutting issues naturally.

The faculty also tries to include national and international cross-cutting issues in the classroom. Seminars, project work, and group discussions have been organized on various topics to develop creative approaches. Experiential learning is particularly facilitated through internship projects and field trips.

Mahavidhaylaya engages its staff and students in many co-curricular activities and Memorial Day celebrations, extension and outreach programs, etc. to enrich them with a variety of co-curricular developments - gender sensitization, awareness of environmental issues, To better shape moral and ethical values.

As a learning organization, we focus on improvement; hence a continuous process of receiving feedback from various stakeholders is followed to make our students employable and a good citizen of the society. Feedback is analyzed.

Teaching-learning and Evaluation

Mahavidhyalaya ensures access and support to students from different strata of society. The reservation policy of the state Govt. is strictly followed by Mahavidhyalaya during the admission process. Mahavidhyalaya has a well-designed policy for students "Policy of classifying students into different learning levels and catering to them according to different levels". Academic support is provided to students as per the assessment of their learning level. A bilingual approach is used in the teaching-learning process to meet the needs of different students. Mahavidhyalaya has a "Mentor-Mantee System" to assist students on issues related to their strengths, weaknesses, potential opportunities, and challenges concerning curricular, co-curricular, personal, social, and professional aspects.

Mahavidhyalaya is regularly upgrading its IT infrastructure. Faculty members focus on developing content. Students are motivated to use ICT support for their learning, practice teaching, internships, and co-curricular activities. Extension activities provide students with information about recent developments and are encouraged to think critically, innovatively, and creatively in the assigned tasks. Students are provided with various opportunities to develop competencies and skills related to school-based practices, communication, creation of assessment tools organizing events, etc. Internships in schools are planned very systematically through the "ShalaDarpan Portal" of the Rajasthan Govt. An effective monitoring mechanism is in place during the internship program.

Mahavidhyalaya has well-qualified faculty involved in teaching. Teachers are regularly updated with teaching-learning and assessment methods by organizing various workshops and in-house discussions.

Continuous internal assessment is conducted as per the academic calendar while maintaining transparency and fairness in assessment. Mahavidhyalaya has an effective "Grievance Redressal System" for the redressal of grievances. Student performance is assessed to identify how much of the student's learning needs have been

achieved when assessed at the level.

Infrastructure and Learning Resources

Mahavidhayalaya has adequate instructional and infrastructural resources as per NCTE and affiliating university norms. Mahavidhayalaya has an area of 5250.36 square meters, which includes a multipurpose hall, classrooms, sports room, staff room, girls' and Boys' common rooms, canteen, library-cum-reading room, laboratories, and resource centers, Principal's office, administrative office, store rooms. Hostel facilities are available. Curricular and co-curricular activities are carried out in the multipurpose hall and multipurpose sports grounds available in Mahavidhayalaya.

The library is Wi-Fi enabled, and equipped with all facilities for students and faculty members and contains a wide variety of textbooks, reference books of various subjects, magazines, and journals. The library is partially automated and has a 'Bibliosoft' which provides a user-friendly interface for searching the documents in the library and their issue status. The institute has DELNET Membership.

To keep pace with the academic developments the institute provides Wi-Fi facilities for staff and students. Mahavidhayalaya puts in a lot of effort to provide the students with the latest technology, keeping them updated with the world. ICT facilities are available to students and staff for activities related to the teaching-learning process. Over the years Mahavidhayalaya has upgraded its hardware, software, and associated ICT facilities as per the requirements.

The requirement of pure water is met through water coolers installed on each floor. Adequate toilet blocks for men and women are available in Mahavidhayalaya. Mahavidhayalaya campus also has a canteen, which provides hygienic breakfast, coffee, tea, snacks, and refreshments at nominal prices. Uninterrupted power supply is ensured on the campus with the help of generator sets and generators and a UPS system. The sports department has a gymnasium. Maintenance and renovation of teaching resources and facilities in Mahavidhayalaya are funded by the management and carried out as and when required.

Student Support and Progression

Kamla Shikshak Prashikshan Mahavidhyalay parties for capacity building and skill enhancement of students by providing opportunities for career and personal counseling, academic and organizational skills development, and learning assessment. Mahavidhyalaya is committed to excellence in all areas hence various support facilities are provided to the students like vehicle parking, common room, recreational facility, first aid, safe drinking water, canteen, hostel facility, etc.

Grievance Redressal Cell, women's Cell, and Anti-Ragging Committees have been constituted in Mahavidhyalaya with a transparent mechanism for student complaints. The Grievance Redressal Cell listens to their academic and administrative complaints offline and resolves them at the earliest.

The placement cell established in Mahavidhyalaya assists the students in on and off-campus placements.

Co-curricular activities are given pride of place and are an important part of the student's life in Mahavidhyalaya. Intra and inter-college platforms are provided to the students to showcase various co-curricular activities.

Governance, Leadership and Management

Mahavidhyalaya has an active alumni association. Alumni actively participate in institutional functioning, working closely with students and Mahavidhyalaya at large and providing guidance and advice as well as financial assistance. Mahavidhyalaya aims to develop the all-around personality of the students by providing a healthy environment and supportive resources for their progress and well-being through student-centered education. The administration of Mahavidhyalaya is very democratic, transparent, and decentralized. All stakeholders are encouraged to actively participate and express their views for effective decision-making and policy-making.

Mahavidhyalaya formulates its improvement plan and all academic and administrative activities are conducted according to it. Staff meetings are held from time to time for effective planning and implementation of teaching, learning, and administrative programs. Student Council meetings are also held at regular intervals to resolve student-related issues. Transparency has been maintained in the faculty appointment process and service rules.

IQAC coordinates all quality-related activities by developing an organized method of documentation and internal communication, enhancing and integrating the various activities of Mahavidhyalaya, and ensuring the adoption and dissemination of good practices. IQAC collects feedback regarding the effectiveness of the teaching-learning process. Various quality initiatives to improve the quality culture are taken by the institute under the guidelines of IQAC.

Institutional Values and Best Practices

Kamla Shikshak Prashikshan Mahavidhyalaya has always been a leader in showcasing the best institutional values and practices. Environmental consciousness has been an integrated component of Mahavidhyalaya activities. The institute is committed to sustainable development and conservation of the environment. Its connection with social and environmental issues is very clear.

Mahavidhyalaya is striving to nurture values regarding emerging challenges and serious issues. Mahavidhyalaya is conscious of its waste-generating activities and ensures that all waste is used and disposed of responsibly. The campus wants to become a zero-waste campus and is striving for it.

Mahavidhyalaya is implementing several national guidelines for the conservation and management of water resources on campus. A rainwater harvesting project has been implemented to conserve groundwater. Mahavidhyalaya highlights and takes care of every basic parameter of maintenance of cleanliness like- personal hygiene, safe water, wastewater disposal, solid waste disposal; Food hygiene, and environmental hygiene.

Mahavidhyalaya provides an environment with lush green areas for teachers and students. Mahavidhyalaya has prescribed a code of conduct for students, teachers, administrators, and other staff members. The college has maintained its uniqueness with its vision and mission by instilling a sense of self-worth and value in the students. This initiative has been taken to educate students about the importance of environmental protection and develop a sense of their roles and responsibilities towards environmental protection.

Research and Outreach Activities

Kamla Shikshak Prashikshan Mahavidhyalaya is keenly involved in creating and promoting a research culture among the faculty and students. Mahavidhyalaya makes provision for research and development in its institutional budget. Kamla Shikshak Prashikshan Mahavidhyalayahas constituted a "Research Committee" to promote research, thus motivating the faculty members and students of Kamla Shikshak Prashikshan Mahavidhyalaya to undertake activities by adopting the policy of integration support. Kamla Shikshak Prashikshan Mahavidhyalaya aims to provide students the opportunity to come up with new ideas because attempting innovation increases the chances of students reacting to changes and exploring new opportunities.

To facilitate more research, the Research Committee organized conferences, seminars, and FDPs under the IQAC initiative. A one-day international conference was organized in February 2024. Mahavidhyalaya has also organized national-level workshops to enrich the research culture among teachers and students. Focusing on extension activities and outreach activities is an essential part of the curriculum to sensitize students to work for social change in the fields of education, awareness, women's empowerment, environment conservation, and other social issues for an inclusive society. To meet the emerging academic and research needs, faculty enrichment programs, seminars, symposia, special lectures, and workshops are organized regularly.

Mahavidhyalaya maintains the atmosphere by establishing various types of activities, MoUs, associations, and collaborations with educational institutions, education colleges, schools, and NGOs. These have helped in expanding the horizons of learning Students and faculty members also.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KAMLA SHIKSHAK PRASHIKSHAN MAHAVIDHYALAYA DHOLPUR
Address	GIRRAJ COLONY, NEAR RAJAKHERA BY PASS,DHOLPUR
City	DHOLPUR
State	Rajasthan
Pin	328001
Website	kspmg.kspm.org.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	YUGAL BIHARI PARASHAR	091-8952911101	7014469694	-	kamlacollege1@gmail.com
IQAC / CIQA coordinator	MANJU TIWARI	091-8003273388	8003273388	-	trivedisheetal7@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Rajasthan	Maharaja Surajmal Brij University	View Document

Details of UGC recognition

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	31-05-2015	12	The Certificate of Recognition is provided to the colleges only once at the time of establishment of the college

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	GIRRAJ COLONY, NEAR RAJAKHERA BY PASS,DHOLPUR	Urban	5250.36	3341.17

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,Bachelor Of Education,	12	Graduation	English,Hindi	100	98

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	1				0				15			
Recruited	1	0	0	1	0	0	0	0	10	5	0	15
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				7
Recruited	5	2	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	3	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	10	2	0	12
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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**	**Others**	**Total**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	106	0	0	0	106
	Female	89	0	0	0	89
	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	19	21	25	25
	Female	12	10	12	11
	Others	0	0	0	0
ST	Male	20	18	22	18
	Female	12	10	8	6
	Others	0	0	0	0
OBC	Male	30	27	43	40
	Female	28	24	33	37
	Others	0	0	0	0
General	Male	22	31	23	24
	Female	42	34	28	29
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		185	175	194	190

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Kamla Shikshak Prashikshan Mahavidhyalaya, Dholpur (Rajasthan) imparts education in science, arts & commerce subjects, hence, the college adopts a multidisciplinary approach of teaching and prepares the pupil- teachers to learn how to teach the various subjects. The curriculum prescribed by the university is taught in a multidisciplinary manner. In addition, the pupil teachers are imparted environmental education. To achieve the objectives, the College conducts teaching through various programs covering environmental education, sensitivity, natural resource management, and other subjects. Kamla Shikshak Prashikshan Mahavidhyalaya provides skill development programs to pupil teachers to help them

	improve their teaching skills and performance. The college offers both multidisciplinary and interdisciplinary programs for skill development.
2. Academic bank of credits (ABC):	Kamla Shikshak Prashikshan Mahavidhyalaya, Dholpur (Rajasthan) maintains Academic Bank of Credits (ABC). As per the norms of UGC and the directions of the Maharaja Surajmal Brij University, Bharatpur, the data of the all the students of B. Ed. have been prepared and submitted to the university.
3. Skill development:	Kamla Shikshak Prashikshan Mahavidhyalaya provides skill development programs to pupil teachers to help them improve their teaching skills and performance. It develops the various skills of the pupil teachers, such as listening skills through the online linkage of the pupil-teachers to the lectures, dramas etc. offline listening through the various conferences, seminars, extension lectures, etc.; speaking skills through daily individual motivational public quotes, speeches and prayer at the assembly as well as through the speech and debate competitions; reading skill through the daily reading sessions at the central library and classroom reading activities; and writing skill through the classroom assignments, home assignments, essay and slogan writing competitions. The other skills include singing, Dancing, Musical Instruments Playing, Paper-craft, Fine Arts, introduction skills, blackboard skills, motivation skills, reinforcement skills, explanation skills, etc. The focus is on the overall personality of the pupil-students.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The central library of the college has a separate section for the Hindu scriptures, such as Vedas, Puranas, Mahakavyas, etc. The section comprises hundreds of Indian books that serve as evidence of the fact that the college believes in the Indian knowledge system. The teaching is made in Hindi medium in particular and the students are motivated for the Indian culture through their participation in the various cultural programmes throughout the year.
5. Focus on Outcome based education (OBE):	The college makes a special focus on outcome-based teaching and prepares them to succeed in becoming teachers in the schools. They are promoted to learn all those qualities that are required on the part of the teachers. It is noteworthy that most of the pupil-teachers join teaching in public and private sectors

	after completing their B.Ed. They are motivated for thorough learning so that they can help their students in the future have a good command of the subject.
6. Distance education/online education:	Distance Education/ Online Education is not available in Kamla Shikshak Prashikshan Mahavidhyalaya, Dholpur (Rajasthan).

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The college maintains an Electoral Literacy Club to make the students familiar with their voting rights. They are also asked to motivate others around them to cast their votes and thus, to contribute to the success of democracy.
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?	Yes, students' co-ordinator and co-ordinating faculty members are appointed by the College. The ELCs are functional.
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.	The innovative programmes and initiatives undertaken by the ELCs 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 the conduct of polls, voter awareness campaigns, promotion of ethical voting, enhancing the participation of the underprivileged sections of society.
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.	Voter Awareness Rallies, Skits, Rangoli, Posters, Mehandi
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.	None

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
190	194	185	184	181

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100

File Description	Document
Letter from the authority (NCTE / University / R	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
64	64	64	64	64

File Description	Document
Institutional data in prescribed format	[View Document](#)
Central / State Govt. reservation policy for adm	[View Document](#)

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
92	96	86	96	83

File Description	Document
List of final year students with seal and signat	[View Document]
Institutional data in prescribed format	[View Document]

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	94	86	95	83

File Description	Document
Institutional data in prescribed format	[View Document]
Consolidated result sheet of graduating students	[View Document]

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	99	89	98

File Description	Document
Institutional data in prescribed format	[View Document]
Enrollment details submitted to the state / univ	[View Document]

2 Teachers

2.1

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

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

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copy of the appointment orders issued to the tea	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	24	24	24	24
File Description		Document		
University letter with respect to sanction of p		[View Document](#)		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
37.11	4.09	1.68	4.90	6.52
File Description		Document		
Audited Income Expenditure statement year wise d		[View Document](#)		

3.2

Number of Computers in the institution for academic purposes..

Response: 20

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 curricular aspects of the B.Ed. the course at Kamla Shikshak Prashikshan Mahavidhyalaya is governed by Maharaja Surajmal Brij University, Bharatpur as it is an affiliated college. Along with these, the broader vision and goals of Mahavidhyalaya are also kept in mind for effective implementation of the curriculum. We have various well-established processes that enable communication and dialogue between various stakeholder groups and the University in the larger social context. The College Level Committees prepares broad guidelines and frameworks to suit the needs of various courses under B.Ed.

Departmental meetings are held before the start of the new session to discuss and plan the implementation of courses in the next session at the departmental level. Teaching focus, classroom assignments, internal assessment, use of reference materials and AV teaching aids for teachers are discussed. Mahavidhyalaya has a practice of inviting external experts to ensure the quality of education and fairness in teaching-learning processes. We also focus on mid-term course planning meetings at Kamla Shikshak Prashikshan Mahavidhyalaya to ensure that any plans are being followed or if any changes are needed.

The feedback taken from the students at the end of the session lets us know what should be improved and what should be removed to make the teaching process and content more student-friendly.

Being an affiliated institute of Maharaja Surajmal Brij University, Bharatpur, we do not have much right to modify or remove the content but we update the content every year based on the views received from experts, employers, teaching practice schools, students, alumni. we send our feedback to the university. so that necessary action can be taken by the University.

At Kamla Shikshak Prashikshan Mahavidhyalayawe have started MSME Skill Development certificate courses for skill development as per the local demand which is an additional input and helps us in the general development of the area.

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](#)
Any other relevant information	[View Document](#)

1.1.2

At the institution level, the curriculum planning and adoption are a collaborative effort;

Indicate the persons involved in the curriculum planning process during the last completed academic year

1. **Faculty of the institution**

2. **Head/Principal of the institution**

3. **Schools including Practice teaching schools**

4. **Employers**

5. **Experts**

6. **Students**

7. **Alumni**

Response: 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 Progammes 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: D. Any 1 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**
Data as per Data Template	**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: 82.61

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

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

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

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

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

1.2.2

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

Response: 0.4

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Brochure and course content along with CLOs of value-added courses	[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: 10.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	0	0	0	0

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[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: E. None of the above

File Description	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: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Paste link for additional information	[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:

To give an understanding of the field of teacher education, several efforts are made by the institute like conducting an induction/orientation program for newly admitted students in which they are made aware about the B.Ed. program, curriculum offered. Students undergo theory courses along with their pedagogy curriculum and all the practical aspects covered in the two-year course of teacher education, all of which are taught to them by college Principal and teachers. In the same direction, expert talks are arranged for the students, and resource persons from the field of teacher education like principals of schools, and members of various reputed organizations are invited who interact with the students and educate them about the field of teacher education and make aware them.

The curriculum followed by the institute affiliated with Maharaja Surajmal Brij University, Bharatpur helps the students to acquire systematic knowledge and develop various teaching skills during B. Ed. course which includes micro-teaching skills, like, skills of introduction, the skill of questioning, skills of blackboard writing, skill of stimulus Variation, and skill of reinforcement are included. The two pedagogical courses opted by the students provide opportunities to develop skills in creating teaching-learning materials, designing activity-based lesson plans, and organizing exhibitions in the chosen subjects.

Through the teaching-learning competencies curriculum, students learn the skills of conducting group

discussions/group problem-solving, promoting self-expression, self-learning, and facilitating understanding. All the activities involved in these courses are properly implemented which helps in the all-round development of our students. This process is systematically adopted every year.

Emphasis is laid on developing skills and competencies among the students in conducting various courses in the college. The Understanding Self course to develop emotional intelligence focuses on aspects of developing the inner self, revisiting one's childhood experiences – influences, limitations, and abilities – as well as reflecting on one's childhood and the childhood of one's peers.

Research projects are undertaken by students where students work on solving problems and develop their critical thinking. In education, communication skills are developed through drama and art courses. Students are given many opportunities to collaborate with others by taking surveys.

File Description	Document
Photographs indicating the participation of students, if any	[View Document](#)
List of activities conducted in support of the above	[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:

The objective of the college is to produce skilled teachers who not only have teaching skills and competencies but are also familiar with the school system in which they have to work. In such a situation, students are made aware of the development of the school system in India by giving them information about various commissions, policies, or acts. They were made aware of popular boards in India like CBSE, ICSE, RBSE, State Board, etc. After giving the students information about all these important aspects of diversity in school education in India, they were assigned different group activities to do the same. Team-work and explore these aspects in more detail.

In this regard, a departmental meeting is organized to plan the activities and assign the activities to the students. For this purpose, students are randomly divided into groups according to their registration number and a total of four activities are planned

1. Community Service

2. Survey

3. Co-Curricular Activities

4. Health and Social Awareness Program

The allotted faculties guide the students about everything that is expected from the students. Guidance was provided to the students when needed. On completion of the activities, students were exposed to the diversities and comparative perspectives of Indian and international school systems.

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

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 designed curriculum helps students to understand the interconnectedness of various learning engagements as well as steadily get ready how they enter from lower to higher class and in the final year become completely ready for the professional field.

In this direction numbers of practical activities are introduced for the student-teachers which have been started from the first year of the session with Orientation and demonstration of Micro-Teaching-skills. Here, the focus is on lesson planning and teach-re-teach of different teaching skills namely Skill of Introduction, Skill of Questioning, Skill of Explanation, Skill of Stimulus Variation, Skill of Reinforcement & Skill of Black-Board writing. After this to enhance student-teacher skills, Composite-Lesson-Plans are introduced, an opportunity is given to practice various skills of teaching in integrated Lesson-plans of 30 minutes are introduced, for the wider and actual classroom experience they have to go for four weeks school internship program.

During the second year student-teachers move to a higher level and engagement with school is done

where the student-teachers are supposed to plan and conduct lessons of 30 minutes' duration in schools under the guidance of teacher-educators. Here emphasis is given to using appropriate teaching aids, models of teaching, games, questions, illustrations, and scope for students' active participation. This practice teaching is followed by an Internship of 16 weeks in a school, where students are involved and guidance is provided to them. On completion of the activities, student-teachers became familiar with the diversities in the School System in India as well as in an international and comparative perspective.

Students were asked to prepare five practical file regarding the 12 Micro-Lesson Plans based on 6 Micro-Teaching-Skills, 20 Composite-Lesson-Plans and 20 observations of peer group, one critical observation. The student-teachers are also asked to prepare an internship diary and assignment.

During the final year, students are motivated for social work in which SUPW camp is organized, in which community service, surveys, co-curricular activities, health and social awareness programs are organized.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	[View Document](#)

1.4.2

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

Response: C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 97.2

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

2.1.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
64	64	64	64	64

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: 2.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	1	1	1	0

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:

Details of the assessment process to identify diversity-appropriate learning preparation and learning needs exist among Pupil-Teacher. Mahavidhyalaya takes every possible measure to understand the needs

and requirements of the students.

At the time of admission, Pupil-Teachers are counseled. before the program begins the Orientation program is conducted by the principal, in which Pupil-Teachers are introduced to the whole curriculum of B.Ed. Course, subjects to be studied, are also informed about external & internal assessment, also provide information about all the instructional as well as infrastructural facilities available in the institution. Before the teacher starts his curriculum, he informally takes the pulse of the Pupil-Teachers in the class and establishes the connection between curriculum and education.

The entire teaching and non-teaching staff is sensitive to the diversified needs of new aspirants. An appropriate learning environment is provided based on the needs of the student-teachers. Their academic needs are assessed and Mahavidhyalaya ensures that they are provided with the necessary support. Student-teachers receive academic support, whether technical or verbal, to ensure better education.

Mahavidhyalaya focuses on providing all possible academic support to the students. Some of them include guest lectures, workshops/seminars, group discussions, remedial classes, supervised study sessions, liaison with external agencies, etc. The Library and Computer Resource Center provides access to books, magazines, and e-resources to all students.

Academic support is provided in different ways to different types of learners which is as described below:

Firstly, Mahavidhyalaya conducts the entry-level test for student-teachers within 15 days of the beginning of the new session and tries to identify the level of learners. A heterogeneous group of student-teachers is converted into three homogenous groups based on their learning abilities and diversified educational needs. these homogenous groups are as under;

1.	Slow Learners

2.	Average Learners (Moderate Learners)

3.	Advanced Learners

   1. For slow learners- Special tutorial classes are conducted in both Hindi and English medium to meet the needs of slow learners.
   2. For Average Learners-Well framed Time table which includes all types of activities and classes is the top priority. Emphasis is placed on peer learning so they can benefit. Guest lectures are also arranged for them.

3. For Advance Learner-Advanced learners are encouraged and facilitated to read beyond the requirements of the syllabus. They are provided with open educational resources to read in detail. They are provided with the opportunities to participate in different types of events that are arranged for them by contacting external agencies. Workshops are also arranged. Free educational resources are made available to study the courses. They are provided opportunities to participate in various programs.

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](#)
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](#)

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 12.67

2.2.4.1 **Number of mentors in the Institution**

Response: 15

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:

Kamla Shikshak Prashikshan Mahavidhyalaya has designed a well-developed system of deep learning whereby teacher-trainers adopt a largely interactive and participatory approach in the delivery of their teachings to enhance pupil-teacher learning. The focus has been on adopting various methods like experiential learning, participatory learning, problem-solving methods, brainstorming, focus group discussions, and online modes by incorporating various activities and the college has also made policy on multiple modes of learning.

For experiential learning, the subject-expert prepares and demonstrates the model micro-lesson-plan for the Teacher-trainee, and then practice sessions are organized for micro-teaching skills, simultaneously the subject-expert also prepares and demonstrates the model macro-lesson-plan for the Teacher-trainee and then practice sessions are organized for integrated-teaching in a simulation after that the Pupil-Teachers are allowed to go into real classroom situations and do practical learning under the supervision of their teacher-trainers.

Teachers conduct mock interviews with Pupil-Teachers to prepare them for their placement sessions and develop skills related to facing the interviews.

Pupil-Teachers are also assigned tasks to be conducted in the field for experiential learning like spreading digital awareness among people, group discussions, debates, poster making, etc. Participatory Learning to ensure Pupil-Teachers-centered learning, the institute organizes various guest lectures and workshops as well as encourages Pupil-Teachers to conduct classroom activities.

Creating teaching-learning materials, organizing exhibitions, participating in intra and inter-college competitions, etc. To develop participatory learning among all prospective teachers.

To develop the problem-solving abilities in Pupil-Teachers, they are given opportunities and proper guidance to conduct research and case studies as a part of their curriculum. Through this, Pupil-Teachers learn new knowledge by working on various problems. Here Pupil-Teachers get opportunities to observe, understand, analyze, interpret, and find solutions to problems.

Individual and group activities like essay writing, poetry writing, and writing scripts for speeches are conducted to express the ideas of the Pupil-Teachers and motivate them to generate their ideas. This practice is also adopted by faculty members in classroom teaching and pedagogical subjects so that teaching trainees also learn to use it as a method in their teaching.

Using various tools like conducting seminars, workshops, and classes through online mode Zoom, and Google Meet, use of WhatsApp groups, sharing e-resources with Pupil-Teachers, and sharing various links with Pupil-Teachers, all these efforts are being made by the teachers. These were done and are being done in the future too. This is done to increase the learning ability of the Pupil-Teachers. Pupil-Teachers are provided opportunities to take online surveys. Pupil-Teachers are also taught various online assessment tools like Google Forms etc. which they can further use.

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: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Any other relevant information	[View Document](#)

2.3.3

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

Response: 0

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

File Description	Document
Data as per Data Template	[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: C. Any 2 of the above

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

2.3.5

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

Response:

There is a provision for continuous guidance for the Pupil-Teachers studying in Kamla Shikshak Prashikshan Mahavidyalaya. For this, the college has established a Mentor-Mentee System in which Pupil-Teachers and teachers together provide continuous support to the Pupil-Teachers to develop their Social, Personal, Academic and Professional abilities. In this regard, efforts are made by mentors in various aspects:

Team-work

Teamwork leads to growth and success. Thus, efforts are made by experts to develop Pupil-Teachers' abilities to work in teams. Pupil-Teachers are provided with guidance such as:

• To develop the listening and speaking skills of Pupil-Teachers.

• Having a positive attitude towards things

• Focusing on the strengths of team members

• show gratitude

• Accept and appreciate differences

• Sharing responsibilities with colleagues

It is expected that practicing all this in professional life will lead the Pupil-Teachers towards effective teamwork.

Dealing with heterogeneous groups of Students

It is very important for Kamala College Pupil-Teachers being prospective teachers they should know how to deal with student diversity in the real classroom environment. Thus mentors suggest different ways to deal with student diversity: identify the slow learners, average learners and advanced learners provide them tutorial classes to weaker Pupil-Teachers Provide extra support to average learners Provide rich content to advanced learners and engage Pupil-Teachers in collaborative work.

Conduct of Self with Colleagues and Authorities

It is important to have good relations with colleagues and seniors at the workplace, for this, mentors guide future teachers, respect people, and find a way to get along with everyone at the workplace. Practice good manners when communicating with colleagues and seniors. Etiquette related to personal hygiene Be kind to colleagues, balance home and work stress.

Balancing Home and Work Stress

Being in any profession brings with lot of responsibilities along with it. After completing B.Ed. course the student enter in schools and it brings lots of challenges to adjusting home with work. Too much stress in maintaining a balance between the two is a common issue. Thus Pupil-Teachers do not have to face any such stress. Mentors at Kamla Shikshak Prashikshan Mahavidyalaya work for the welfare of the Pupil-Teachers by guiding them for the same. Prioritize your time Set manageable goals each day be realistic at home and work place practice meditation and yoga be efficient with your time

Keeping oneself Abreast with Recent Developments in Education and Life

Keeping yourself updated with recent developments in education and life is very important for intellectual development. Thus mentors at Kamla Shikshak Prashikshan Mahavidyalaya motivates Pupil-Teachers to Read academic journals, magazines, blogs, etc. Search for websites that provide more specific topic-oriented articles, follow news in the world, attend various seminars and conferences, and guide Pupil-Teachersfor the use of computers. Thus the mentors at Kamla Shikshak Prashikshan Mahavidyalaya maintain cordial relations with the mentees and are always willing to help develop the professional capabilities of their Pupil-Teachers.

File Description	Document
Documentary evidence in support of the claim	[View Document](#)

2.3.6

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

1.   **Special lectures by experts**

2.   **'Book reading' & discussion on it**

3.   **Discussion on recent policies & regulations**

4.   **Teacher presented seminars for benefit of teachers & students**

5.   **Use of media for various aspects of education**

6.   **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: E. Any 1 or none of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.7

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

Response:

The teaching-learning process at Kamla Shikshak Prashikshan Mahavidyalayafocuses on nurturing creativity, innovativeness, intellectual and thinking skills, empathy, and life skills among students. Teaching pedagogies have been modified over time to facilitate the holistic development of students. Different tasks are assigned to students continuously and teachers encourage students to think divergently.

Creativity

Students' ideas and imaginations are transformed due to a process called creativity. Students are allowed to develop their creativity by:

Example 1:

Under the direction of their different teachers, students develop learning materials according to their

learning strategies. Students create teaching resources, such as posters, working models, flashcards, charts, and PowerPoint presentations, to improve their teaching skills. Here, students create TLMs using their original ideas while teachers collaborate to select relevant TLMs on different topics.

Example: 2

The pedagogy courses offered in B.Ed. involve the development of creative and innovative lesson plans. Teachers make the students aware of the different Models of Teaching supervise them in preparing the lesson plans and motivate them to use their creativity. Students get the opportunity to plan and implement lessons to promote their creative thinking. In these students make use of different Teaching Models like the Concept Attainment Model, Inductive Thinking, advanced organizing, Brainstorming, role plays, dramatization, etc.

Innovativeness

Innovation in Education encourages teachers and student-teachers to explore research and use the resources to uncover something new. Thus for encouraging innovative thinking in students of our college efforts are made by teachers and students in different ways.

Example: 1

Students at Kamla Shikshak Prashikshan Mahavidyalaya to boost their innovativeness get opportunities to celebrate important days like Human Rights Day, Women's Day, International Tobacco Day, Bio-Diversity Day, International Earth Day, International Monument Day, Bag Day, Nurse Day etc, here the teachers and student-teachers come together to innovate something and present it before people through the means of Social Media to create awareness in people.

Example: 2

Teachers encourage students to involve themselves in doing research projects which leads to innovative ideas by students. Here the teacher gives detailed orientation about the purpose, meaning, and procedure of research. The research project can be done in the form of a survey or experiment. Students are expected to work on different problems like Handwriting Problems, Homework, Attendance, Reading and writing, Communication problems, Disciplinary problems, Disinterest, etc, Thus, the students under the guidance of teachers work on different problems existing in the field of education and through their research work they come up with innovative solutions for the same.

Intellectual and Thinking Skills

In this era flexible thinking and intellectual skills help to process, analyze and combine all sources of information to select the most suitable solution and ability to modify the same if necessary. Educators at Kamla Shikshak Prashikshan Mahavidyalaya make efforts in this direction of developing these skills through different tasks.

Example: 1

Through the practical course of Drama & Art in Education students at Kamla Shikshak Prashikshan Mahavidyalaya get the opportunity to think intellectually and create scripts for dramatization, and prepare scripts for street play/skits. Here the teacher-educators give orientation to the student-teachers regarding script writing and then the students select any theme like social/educational problems. The group coordinates and performs in front of the class and prepares reports. In this way the students utilize and develop their intellectual and thinking skills.

Compassion

Understanding another person's perspective in addition to one's own is a necessary component of empathy. Empathy facilitates collaboration, friendship-building, moral decision-making, and stepping in to aid those in need.

Example: 1

Kamla Shikshak Prashikshan Mahavidhyalaya courses include a practical course called "Understanding Yourself". Teachers get a chance to develop sensitivities, temperaments and skills that will aid the personal development of their students while educating them. The exercise included learning about myself in relation to my students and the teaching environment, researching teenagers' concerns, and looking at case studies of different children from different backgrounds. Under the direction of teacher trainers, student teachers engage in all of these activities to develop empathy.

Example: 2

The curricular activities at Kamla Shikshak Prashikshan Mahavidyalaya provide an opportunity to visit any government/nongovernment organization working for women empowerment /issues related to women, students are required to make a report after observing the culture of the organization that develops a sense of Empathy.

Life- Skills

Life skills refer to a collection of fundamental abilities gained by education and/or firsthand experience that help people and organizations deal with challenges and concerns that come up frequently in day-to-day living.

Example: 1

Kamla Shikshak Prashikshan Mahavidyalaya conducted a lecture on Stress Management. The lecture was focused on relaxation techniques and made the students learn how a sound mind helps to deal with our stress at home and workplace. Dealing with stress in daily life is a very important life skill and teachers equally help students by mentoring for the same.

Example: 2

Learning to protect our bodies, creating strong personal boundaries, self-defense, and personal safety are necessary in today's world. In the same reference, Kamla Shikshak Prashikshan Mahavidyalaya Organized a workshop on Self Defense.

File Description	Document
Documentary evidence in support of the claim	**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: E. Any 1 or none of the above

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

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: E. Any 1 or none of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[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: E. None 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

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: D. Any 1 of the above

File Description	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: E. Any 1 or none of the above

File Description	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: D. Any 1 or 2 of the above

File Description	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](#)

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: E. None 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

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

Process of Allotment of School for Internship

B.Ed. Internship program is organized every year as per the directions through theletter number no.?. 7 (5) ????.??./??????/2017 ?????? 13.09.2017, ?????????. 7 (10) ????0 ??./???/2018 ??????????? 06.06.2018 ????????????. 7 (10) ????0 ??./???/2019of Elementary Education (Planning) Department of Rajasthan Government.According to the Government Order No. 4996838 dated 01.11.2023, the allocation of government schools for the internship program to the B.Ed. pupil-teachers is done by the district-level committee constituted for the same, pupil-teachersof first year and second year are allowed for school internship programe in their home district.

The Pupil-Teachers already regd. On **"SHAALA DARPAN PORTAL"**after final admission by the PTET for the allotment of TP School the students has to opt the choice of 15 -20 TP schools of their choice of their home district,in order of priority. Considering the priority of 10 schools of the first application taken by the candidate, the school is allotted phase-wise based on the availability of vacancies in the schools of the concerned block within the stipulated time limit from Shaala Darpan Portal.

A provision has been made to give internships to the pupil-teachers studying in B.Ed. in government schools by allocating 20 weeks (04 weeks in the first year and 16 weeks in the second year) in the two-year course.

After the list is made available by the colleges on the ShalaDarpan portal, the program officer and officer-in-charge do the school allotment online through the module.

The head of the allotted institution has to compulsorily enter the information about the presence of the pupil-teachers on the Shala Darpan portal on the same day.

The pupil-teachers teach under the supervision of teachers working in the allotted school.

There is a provision to grant a maximum of two days' leave to the first-year pupil-teachers and a maximum of 7 days' leave to the second-year pupil-teachers. This leave will not be counted in the total working days. Apart from this, no leave of any kind is payable. It will be mandatory to complete the internship within the stipulated time limit.

After completion of an internship in primary or upper primary schools, an internship completion certificate is provided by the head of the concerned institution, on which there is a provision to be countersigned and certified by CMM for rural areas and CMM for urban areas.

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: 18.4

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

Response: 5

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: D. Any 2 or 3 of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	[View Document](#)
School-wise internship reports showing student engagement in activities claimed	[View Document](#)
Sample copies for each of selected activities claimed	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Kamla Shikshak Prashikshan Mahavidhyalaya conducts a rigorous Internship Programme for Teacher-Trainees as prescribed in the syllabus given by the affiliating body. We at KSPM follow a well-organized and well planned schedule for Internship. Student-teachers are trained under able guidance of faculty members and are prepared for the field in all aspects. Trainees are given ample demonstrations for each micro-teaching skill by the faculty members assigned for each subject and each skill. After demonstrations student-trainees are provided opportunities for simulations to practice each skill developed so that skill can be mastered before the actual internship in the reputed schools of proximity.

Students are allotted the schools in heterogeneous groups.

Students are allotted the schools well in time before the Internship programme commences so that they

can get familiar with the route and there is no challenge faced on the first day. The students are oriented for the Internship programme including details of contacts of incharge, GPS location of the school. The school principals are requested for an orientation on the first day of internship.

The College adopts a rigorous and well planned mechanism to carry out the monitoring and assessment of students in the schools during the Internship programme.

Each teacher educator is assigned a school for monitoring and evaluation purposes on a rotation basis. Teacher-educators also maintain a proper record of each observation and remarks given through whatsapp groups.

ROLE OF TEACHER-EDUCATOR

The role of teacher educator is:

1. To maintain and ensure regularity and punctuality of teacher-trainees during the Internship.
2. Teacher Educators also ensure the optimal learning exposures to trainees during their Internship Programme.
3. They also look after the problems faced by the students in the schools and provide viable solutions at his level.
4. Teacher-educator assigned, assesses the students for their observation skills and their participation in school activities.

ROLE OF SCHOOL PRINCIPAL

The role of school principal is:

1. To look after the proper allocation of classes to the Interns.
2. To orient the Interns about the functioning of school system and role of a teacher
3. To provide time-to-time guidance to Interns for their performance.
4. To report to Teacher-educator about the observations made for improvement

ROLE OF SCHOOL TEACHERS

The role of school teachers are:

1. To provide a comfortable environment to the Interns welcoming them in the system to work with them and learn.

2. To provide them guidance in conducting the classes
3. To provide regular remarks on the lesson planning and its execution by the Interns in the class.
4. To provide feedback of interns to the teacher-educator.

ROLE OF PEERS

1. To sit and observe peers throughout class duration.
2. To monitor peers for better performance.
3. Discussion upon presentation is done among peers for improvement.

To reflect upon observation and improving oneself.

File Description	Document
Documentary evidence in support of the response	[View Document](#)
Any 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](#)

2.4.13

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

include

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

Response: E. None of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	[View Document](#)
Five filled in formats for each of the aspects claimed	[View Document](#)

2.5 Teacher Profile and Quality

2.5.1

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

Response: 66.67

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	[View Document](#)
English translation of sanction letter if it is in regional language	[View Document](#)
Data as per Data Template	[View Document](#)

2.5.2

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

Response: 25

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

Response: 4

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: 8.75

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

Response: 140

File Description	Document
Copy of the appointment letters of the fulltime teachers	[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 at Kamla Shikshak Prashikshan Mahavidhyalaya strive to keep themselves professionally updated. Various internal discussions are held at Mahavidhyalaya. All faculty members actively participate in such discussions. The topics for discussion are selected from the latest developments in education and educational issues. Various policies and rules are issued by the Government and in the same context the faculty members of Kamla Shikshak Prashikshan Mahavidhyalaya aim to discuss them with each other to keep them updated.

1. The purpose of internal discussion on current developments and issues of Education.

2. To make oneself aware of the latest changes and developments in the Education system.

3. To create awareness about the issues of policies and regulations.

4. To strengthen the student base following the changes in the system.

To make the teachers aware of the changes taking place in the education system to provide solutions to the queries related to various issues and challenges of the education system, teachers at Kamla Shikshak Prashikshan Mahavidhyalaya discuss the recent policies and regulations issued by the Government at regular intervals. Organize sessions. Thus, efforts are made in this direction to stay updated with the scenario. Various policies that have been discussed in the past are the Right to Education Act, Technology in Education, Gender Issues in Education, Draft NPE, etc.

Through discussion on recent policies among teachers, they feel more confident as they know about educational issues and policies. Teachers' curiosities related to various policies are addressed, this helps them to know more about the latest trends in education. The interest of teachers increases.

Faculty members of Kamla Shikshak Prashikshan Mahavidhyalaya also share information regarding policies and regulationswith teachers of other colleges, regularly. Information are also shared with other institutions during exchange programs regarding changes in the education system. The terms of discussion of policies and regulations are mentioned in the MOU. Efforts have been made by all the institutions to increase discussion on the education system.

2.6 Evaluation Process

2.6.1

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

Response:

Kamla Shikshak Prashikshan Mahavidhyalaya runs through a well-organized policy and adopts rules, regulations, and policies that contribute to a continuous and comprehensive assessment of pupil-teachers throughout the session. Kamla Shikshak Prashikshan Mahavidhyalaya has adopted the following measures to maintain the quality of internal assessment

1. The attendance of pupil-teachersis reviewed from time to time and pupil-teachersreporting deficiencies are informed.
2. Under the formative approach teachers usually give marks to pupil-teacherson their assignments, files, and co-curricular activities, and their regularity in the class is monitored.
3. Pupil-teachers'records are maintained and maintained by the faculty
4. Evaluated based on their performance in the curriculum as well as co-Curricular Area.
5. Internal assessment of all pupil-teachersis conducted as per the university norms.
6. Cumulative records of pupil-teachers'participation in various activities are maintained.
7. Faculty is personally involved in helping pupil-teachersprepare assignments. Improvements and modifications are continuously made.

A number of measures are adopted to ensure the rigor of internal assessment -

1. Internal Examination-Internal examination is conducted at the end of every year. Mahavidhyalaya keeps a close watch on the regular and timely conduct of internal examinations. Kamla Shikshak Prashikshan Mahavidhyalaya views the internal examination process as a viable force to generate the best learning outcomes. This is why there is no delay in the declaration of exam results. Pupil-teachersare shown answer sheets and adequate oral or written feedback is provided bilingually.
2. Classroom Testing-The college faculty evaluates the presentations made by pupil-teachersas part of the internal assessment process. Continuous assessment is done through testing of developed skills. Oral examinations are administered by the faculty after the completion of each unit.
3. Assignments, Presentations, and Activities- Teachers are given free rein to design their assessment methods in this category, encouraging students to participate in interactive sessions, group discussions, PowerPoint presentations, projects, and assignments. is done.

Pupil-teachersare also encouraged to apply the theoretical concepts taught in class to real-life situations/problems through these projects, assignments, etc. The course has ample opportunities to enhance skills through planned practical sessions -EPC-1,EPC-2, EPC-3, EPC-4.

Pupil-teachersare allowed to improve their performance through tests and one-to-one discussions during classes.

Individual and personalized attention is sometimes provided, according to the individual needs of pupil-teachers, especially for those students who face learning difficulties. Tutorial classes are also offered in various subjects to provide additional support.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	[View Document](#)

2.6.2

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

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

Response: C. Any 2 of the above

File Description	Document
Copy of university regulation on internal evaluation for teacher education	[View Document](#)
Annual Institutional plan of action for internal evaluation	[View Document](#)
Link for additional information	[View Document](#)

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Kamla Shikshak Prashikshan Mahavidhyalaya has a well formed Examination Committee which receives all the grievances related to Internal and External Exams and Assessment. It aspires to sort out the grievances within the stipulated time period.

Examination Committee is responsible to deal with all the grievances related with the internal Assessment and external examinations.

All type of grievances related with evaluation process are taken up for consideration and redressed by the Examination Committee. The grievances of students are communicated through the mentors and the faculty members as well. It is taken up for initial consideration by the Mentors and then examination committee.After a thorough consideration of the matter, the redressal measures are taken. Proper documentation is done related with the Grievances. We look up to the grievances in the following manner -

Internal Grievance Redressal

In internal cases, the grievances are usually related to the dissatisfaction in the evaluation in Internal exams or assessment marks so the concerned faculty takes up essential measures to satisfy the Grievance Raiser providing substantial records (attendance records and performance records). Types of internal grievances are

- Marked absent in the assignment.
- Marks deduction due to not showing appropriate performance in any one of the assignments.

External Grievance Redressal

At the university level, the college examination committee guides the students for necessary actions. The head of the examination committee coordinates with the other members regarding the smooth conduction of examination procedure, evaluation procedure and results and thereby necessary action is taken. The college also intimates the university regarding any mismanagement in the conduction of examination from the university side. The students can apply for revaluation or can appear for Back paper in case of any loophole or dissatisfaction. Types of Grievances dealt by the examination committee are

Pre-Examination Grievances

- Not getting Hall Ticket for the examination
- Different subject mentioned on the admit card
- Name is not correctly written on the admit card
- Candidate's Photo missing
- Form Filling receipt not provided

Post-Examination Grievances

- Result not declared
- Name not found in result list
- Absent marked in specific papers

Absent marked in all papers

2.6.4

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

Response:

Before the commencement of the academic year, the college prepares and publishes the academic calendar, which contains relevant information about the teaching-learning schedule (working days), various programs to be organized, holidays, dates of internal examinations, etc. The academic calendar has been prepared so that the teachers are aware of all the activities regarding the Continuous Internal Assessment process and is also displayed in the Principal's office. The academic progress of the students is regularly monitored by adopting a strategy of continuous internal assessment, seminars, project work, and internal examinations. Internal assessment is reviewed regularly by the Principal. For the implementation of the internal assessment process, an Examination Committee is constituted at the college level which monitors the overall internal assessment process.

The Examination Committee sends information to the University about students appearing for the examination. After the university receives the enrolled list of students, the college prepares the seating arrangement chart, list of invigilators, etc. Records of internal assessment are maintained at the college level.

The process is as follows:

Teachers: Each teacher is assigned subjects to be taught during the academic year. The teacher plans the teaching and assessment plan (Course Plan) of the specified subject. The type and schedule of internal assessment are planned in consultation with the head of the institution.

Head of institute: The Head of the institute compiles the course plan submitted by the teachers and ensures that there is no overlapping of activities in general and continuous internal assessment both at the internal as well as university level in particular. The calendar has been sent to IQAC. The decision

regarding dates of conduct of assignments depends on the completion of the syllabus, mid-semester break, gazette holidays as well as other planned activities of the college like festivals, annual day, sports day, etc.

IQAC: The IQAC compiles the inputs received from the teachers and a comprehensive plan is prepared.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

College follows the outcome-based education; hence the Program Learning Objectives (PLOs) and Course Learning outcomes (CLOs) are aligned with the vision and mission of Kamla Shikshak Prashikshan Mahavidhyalaya. It focuses on development of its students not only by imparting quality education in teacher training but also in instilling a sense of self worth and discipline. Students would get opportunities to participate in numerous co-curricular activities on and off the campus, to realize their true worth and potential.

For defining the PLOs and CLOs, we follow the consultative process involving the stakeholders. Adequate care is being taken by the Maharaja Suralmal Brij University in describing the knowledge, skills and competencies that students are expected to acquire during B.Ed. Program. Kamla Shikshak Prashikshan Mahavidhyalayaworks on those targeted aims and objectives rigorously to provide quality education to the learners as well as to achieve the expected outcome. Programme Learning outcomes and Course Learning Outcomes: Program learning outcomes of B.Ed.: After completion of the B.Ed. program, the student teacher will be able to

1. Acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools.
2. Apply knowledge of various aspects of development of learner for planning learning experiences.
3. Develop skills regarding various role of teacher in facilitating learning.
4. Develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education.
5. Apply constructivist and cooperative learning principles for teaching-learning process.
6. Analyze contexts and the relationship between school curriculum, policy and learning.
7. Apply knowledge of the cultures, policies and practices that need to create an inclusive school.
8. Use information and communication technology for enhancing learning-teaching process.

9. Use drama and art for development of personality of learners.
10. Relate knowledge about gender, school and society with learning.
11. Acquire basic understanding about new trends in education.
12. Develop professional attitude towards teaching.

Pedagogical Skills: -

- apply constructivist and cooperative learning principles for teaching-learning process
- analyze contexts and the relationship between school curriculum, policy and learning
- apply knowledge of the cultures, policies and practices that need to create an inclusive school
- use information and communication technology for enhancing learning-teaching process
- use drama and art for development of personality of learners
- relate knowledge about gender, school and society with learning
- acquire basic understanding about new trends in education
- develop professional attitude towards teaching

Kamla Shikshak Prashikshan Mahavidhyalaya framework for the Program Learning Outcome (PLOs) and Course Learning Outcome (CLOs)

- Newly recruited staff members are briefed on the Program Outcomes and the Course Outcomes.
- The Program Learning Outcome (PLOs), Course Learning Outcome(CLOs)of all courses/programs are made available on the website.

Program Learning Outcomes and Course Learning Outcomes are discussed with the students at the time of orientation.

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

2.7.2

Average pass percentage of students during the last five years

Response: 100.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
89	96	87	97	86

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](#)

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:

Mahavidhyalaya offers B.Ed. programs with clearly defined outcomes. Program learning outcomes and course learning outcomes are coordinated with each other.

Mahavidhyalaya has a well-planned and systematic process of collecting and evaluating data on program and course learning outcomes and using them to address barriers to learning. Measurement tools such as tests, group discussions and assignments are used to assess the learning outcomes of Pupil-teachers. It is used by Mahavidhyalaya to remove barriers to learning.

According to Continuous Assessment, depending on the course style, several methods for continuous assessment include classroom tests, internal examinations and assignments.

Mahavidhyalaya Pupil-teachers provide input on shortcomings, limitations, and strengths in teaching and learning. Feedback is also collected to assess the performance of faculty members.

Pupil-teachers welfare committee of Mahavidhyalaya helps in solving the academic, psychological etc. problems of the Pupil-teachers and helps them in achieving the results of the program.

Various ways to make Pupil-teachers and staff aware of learning outcomes are as follows:

1.   Teachers plan teaching activities in the subject class that can motivate learners to analyze their learning outcomes.

2.   The results of each academic year are thoroughly analyzed by the Principal along with the teachers.

3.   Names of meritorious Pupil-teachers are displayed prominently to encourage new learners to work in the right direction.

4. Such meritorious Pupil-teachers are honored for their performance during the Annual Day.

5.   The intended learning outcomes of other co-curricular and extra-curricular activities are also communicated to the Pupil-teachers in the classes from time to time so that they understand the importance of developing an all-round personality.

6.   Awards are given to the winners of cultural and sports events.

Pupil-teachers' learning is assessed through both direct and indirect measures.

Direct measures may include homework, quizzes, exams, reports, essays, research projects, case study analyses, and other performances.

Examples of indirect measures include course evaluations, student surveys, course enrollment information, alumni surveys, and school placement rates.

Approaches to measuring student learning

Summative assessment – tests, assignments, and other course activities that are used to measure student performance. They often summarize what Pupil-teachers have learned at the end of a unit or at the end of a course. Within a course, summative assessment involves the system of calculating individual student grades.

Formative assessment – any means by which Pupil-teachers receive input and guiding feedback on their relative performance to help them improve. This can be provided face-to-face during office hours or in written comments on assignments.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	[View Document](#)

2.7.4

Performance of outgoing students in internal assessment

Response: 96.74

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

Response: 89

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

2.7.5

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

Response:

Kamla Shikshak Prashikshan Mahavidhyalaya focuses on identifying the needs of learners at entry level. So that Pupil-teachers can be catered according to their needs. Different types of methods are used to cater the needs of learner and to access those needs, various assessment tasks like oral presentations, Assignments, Examinations, Project work, Participation in co-curricular activities are done to know about the performance improvement in student whether it is curricular or co-curricular. Some of the examples to show the extent to which the assessment tasks and performance of the Pupil-teachers reflects their initially identified learning needs are as given below:

B.Ed in Mahavidyalaya Minimum 50 % marks in the qualifying examination for unreserved category students for admission in Marks and for reserved category students, admission is ensured only after the priority of minimum 45 % marks in the qualifying examination and graduation/post-graduation final examination is confirmed. Admission is done at this minimum percentage but such students are weak and their qualification level is improved through teaching activities in the college.

Example

- The session 2018-19, had 50.40% marks at the time of admission from general category , student Sadhana Samru had 50.55% marks at the time of admission from Scheduled Caste, and Ramroop Meena had 45.05% marks at the time of admission from Scheduled Caste. He has B.Ed. 75.44% respectively in passing, 78.22%, And increased his qualification level up to 77% .
- The session 2019-20, at the time of admission of Lakshmi Kumari OBC category, the marks were 45.27%, and at the time of admission of Habta Ram Scheduled Caste category, 45.17% marks were obtained. He did B.Ed. 78.77% respectively in passing And increased his qualification level to 71.38% .
- The session 2020 - 21, at the time of admission of student Gagan Devi OBC, 45.11% took admission which shows weakness in the merit. It has B.Ed. Passed with 78.22 % .

This proves that by removing the weaknesses in the college, their qualification level is increased.

File Description	Document
Documentary evidence in respect to claim	[View Document](#)

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.35

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)

3.1.2

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

Response: 0

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

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

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: E. None of the above

File Description	Document
Sanction letters of award of incentives	[View Document](#)
Institutional policy document detailing scheme of incentives	[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: D. Any 1 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](#)

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 0.06

3.2.1.1 **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

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

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

3.2.2

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

Response: 0

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

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

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)

3.3 Outreach Activities

3.3.1

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

Response: 0.2

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

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

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

3.3.2

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

Response: 5.35

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	0	0	0	0

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: 33.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
50	106	112	0	42

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

3.3.4

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

Response:

Kamla Shikshak Prashikshan Mahavidhyalay organizes outreach activities in the community with active participation of pupil-teachers in various fields. Education, Health Awareness Programme, Current Social Issues, Women Empowerment, Environment Protection etc.

Awareness programs and rallies:

Pupile-teachers organized awareness programs for public health problems, environmental protection, women's health care, 'right to vote' etc.

150 pupil-teachers of Kamla Shikshak Prashikshan Mahavidhyalaytook out a Jaan Jagruti Rally in protest of rape victim Dr. Priyanka Reddy of Hyderabad.

Mahavidhyalaya organizes rallies especially in nearby slums to make the public aware about issues of social importance. Pupil-teachers participated in programs like PrabhatPheri organized by DainikJagran on 'Swachh Bharat Abhiyan'.

On the occasion of Martyr's Day, a seminar program was organized in Mahavidhyalaya in which the President of Patanjali, faculty members and pupil-teachers of Mahavidhyalaya were participated.

Contribution to 'Literacy/Education'.

Some programs were organized to educate the underprivileged population. Pupil-teachers were given a project to educate children in the nearby slum areas. The concept behind this was to reach out and

educate as many children as possible with the help of its pupil-teachers. Not only this, during the pandemic period when children were facing difficulty in online learning, our pupil-teachers guided children to use new educational tools like mobile phones for learning.

Survey on Social Issues:

For comprehensive change in the society, it is necessary to take public opinion on social issues. For social issues, pupil-teacher conducted educational survey of 5-5 families along with cleanliness and sanitation program.

Street plays, speeches and other activities:

Through street drama, pupil-teachers tried to make today's generation aware about the violation of human rights, right to vote etc. pupil-teachers presented role plays, songs, poems, speeches etc. related to cleanliness.

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: 0

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

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

File Description	Document
Data as per Data Template	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)

3.4.2

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

Response: 0

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

File Description	Document
Data as per Data Template	[View Document](#)

3.4.3

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

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

Response: C. Any 3 or 4 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
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:

Kamla Shikshak Prashiskhan Mahavidhyalaya has adequate instructional as well as infrastructural facilities, sources and resources to conduct the curricular and co-curricular activities that enable it to contribute in the holistic development of the pupil-teachers. Mahavidhyalaya has built up area of 5250.36 sq. m. which consists of the following:

Infrastructural facilities

College has well ventilated 6 classrooms, one seminar hall, one smart classroom and one multipurpose hall, that supports the teaching-learning process. The Wi-Fi campus is enabled learners to use ICT facilities in attending webinars, and presentations, preparing technology-enabled lesson plans and thus become competent to match the needs of the global world.

Library: The Kamla Shikshak Prashikshan Mahavidyalaya library offers a meticulously organized space for students to delve into academic exploration.

Extensive Collection: Surpassing 10,000 resources, the library provides a rich blend of print and digital materials.

Specialized Sections: Catering to diverse learning needs, the library is divided into designated sections including reading, reference, book bank, IKS (likely referring to digital learning resources), library repository, circulation, periodical, digital library, database, thesis and dissertation, project section, circular counter, and property counter.

Technological Integration: The digital library section caters to the modern learner with dedicated website access and six computers with Wi-Fi connectivity, backed by a UPS for uninterrupted service.

Comfortable Learning Environment: The reading section offers a well-equipped space accommodating up to 80 students for focused study.

Student-Centric Services: The library prioritizes student success by allowing pupil-teachers to borrow two books for a two-week period. Additionally, it provides document scanning and reprographic services for user convenience. Recognizing financial limitations, the library offers a book bank facility to support underprivileged students.

Efficient Management: A partially implemented Integrated Library Management System (ILMS) utilizing "Biobliosoft" software streamlines record-keeping and optimizes library operations.

Continuous Updates: The library prioritizes staying current with the ever-evolving field of education by regularly acquiring the latest educational publications and journals.

Dedicated Support: A librarian is present to guide and encourage students to make the most of the library's extensive resources.

Laboratories& Resource Centers:

Curriculum lab: Mahavidhyalayahas curriculum lab consists apparatus/tests/ equipments/ charts/ models of Psychology, Mathematics, Science, and Social Science Laboratory.

ICT Resource Centre: ICT resource center is equipped with 20 computers and projector.

Art & Craft Resource Centre &Teaching Learning Resource Center for work experience: It provides pupil-teachers to encourage arts practices and develop aesthetic value. The Art Resource Centre provides students access to equipment and material useful for their artistic exploration and studies. These resources include adequate raw materials for 50 student-teachers in every activity, at least for one demonstration and one practice session. The student-teachers can be asked to bring their own material for later on practice sessions in every activity. Pooling of resources from community is also advisable, it increases community participation and help in preserving traditional and local specific Art and Crafts expertise.

Health & Physical Education Resource Centre

Language Lab

Music RoomGirls' Common Room

Boys' Common Room

Canteen

Parking area

Hostel Facility

File Description	Document
List of physical facilities available for teaching learning	[View Document](#)
Geo tagged photographs	[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: 14.29

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

Response: 1

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

Response: 7

File Description	Document
Geo-tagged photographs	[View Document](#)
Data as per Data Template	[View Document](#)

4.1.3

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

Response: 9.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.14	00	00	00	1.00

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](#)
Link for additional information	[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 Central library of Kamla Shikshan Prashikshan Mahavidhyalaya operates with a partially implemented Integrated Library Management System (ILMS), facilitated by the "Biobliosoft" software, aiding in record-keeping and offering reprographic services. Additionally, a printer with a scanner enhances accessibility. The Library has power backup to provide uninterrupted services for the library users.

Services provided by Library:

- The Library follows the Open Access System.
- The library provides access to the University library for e-resources.
- Available from 9am to 5pm on all working days.
- Wi-fi.
- Reprographic / Printing service.
- Membership of DELNET, N-List.
- Book Issue services.
- Digital library Section.

File Description	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:

Kamla Shikshak Prashiskhan Mahavidhyalaya possesses a full-fledged library in the premises supporting and assisting the pupil-teachers in their learning since its inception. The library at Kamla Shikshak Prashiskhan Mahavidhyalaya is updated each year according to the changing needs of the Education systems and teacher training pattern. With the changing Educational requirements of the rapid changing world into digitization of education all across the nation, library subscribed to a remote access system to avail the library resources to pupil-teachers and faculty globally, without visiting the library physically. Mahavidhyalaya website offers the remote access of books to pupil-teachers and one can access the books of the library from the website as well. Mahavidhyalaya website serves as an easy access to pupil-teachers for library books.

The library also offers membership of N-List to each pupil-teachers and faculty as a remote access to the library and its resources. The Project entitled "National Library and Information Services Infrastructure for Scholarly Content (N-LIST)", being jointly executed by the e-Shodh Sindhu Consortium, INFLIBNET Centre, e-Shodh Sindhu. The N-LIST project provides access to e-resources to pupil-teachers, researchers and faculty from colleges and other beneficiary institutions through server(s) installed at the INFLIBNET Centre.

Library of Kamla Shikshak Prashiskhan Mahavidhyalaya can be accessed remotely globally by any pupil-teachers and faculty of Mahavidhyalaya.

File Description	Document
Details of users and details of visits/downloads	[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: E. None of the above

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

4.2.4

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

Response: 0.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	1.62

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

4.2.5

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

Response: 2.98

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: 42

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: 79

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: 129

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: 166

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: 198

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: E. None of the above

File Description	Document
Data as per Data Template	[View Document](#)

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

To be prepared for the corporate world, today's student-teachers must become proficient in the newest technology. Consequently, educators are fusing technology with conventional teaching methods to include students and teachers in long-term learning. Information and communication technology (ICT) in education is used by colleges to maximize, improve, and support the way that education is delivered.

Mahavidhyalaya offers top-notch IT resources for research, administration, and teaching-learning. The institute's lecture halls are roomy and well-equipped. It gives the student-teachers first-hand experience, demonstration, and the development of practical skills to handle various pieces of equipment deftly. Our tool for teaching more effectively and efficiently is the SMART Classroom.

Wi-Fi facility is made available to all faculty members and pupil-teachers inside the campus (Internet speed of Wi-Fi is 100 mbps.).

Over the years Mahavidhyalaya upgraded its hardware, software and allied IT facilities according to requirements. Mahavidhyalaya tries to introduce the latest technology in computing and IT fields regularly. In

2016-17 institute was equipped with ICT resources like 10 desktops, 1 OHD projectors, 1 computer speaker, 1 LED TV AND 1 Pen drive in

2017-18 institute was equipped with ICT resources like 13 desktops

Year 2019-2020

1. 1 LaserJet printer

2. 06 CCTV Camera

3. 2 Hard Disk

4. UPS

Internet and Wi-Fi:

Internet speed of Wi-Fi is 100 mbps.

Wi-Fi facility is made available to all pupil-teachers inside Mahavidhyalaya campus.

File Description	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	[View Document](#)
Any additional information	[View Document](#)

4.3.2

Student – Computer ratio for last completed academic year

Response: 9.5

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**

Response: 100

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

4.3.4

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

1. Studio / Live studio
2. Content distribution system
3. Lecture Capturing System (LCS)

4. Teleprompter
5. Editing and graphic unit

Response: E. None of the above

File Description	Document
Data as per Data Template	View Document

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 10.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.91	0.49	0.32	0.34	0.41

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 college has a well-defined system for the maintenance and utilization of all its physical and academic facilities.

CLASSROOM MANAGEMENT:

CCTVs have been installed in every classroom to ensure the security of all student-teachers, teachers, and equipment. Stock inventory, cleaning, and maintenance of classroom property are done regularly, and annual maintenance of all modern teaching technology systems regarding repair and replacement are the basic features of classroom management.

LIBRARY

After getting permission from the principal, the borrower will replace any missing books with either the most recent edition or another copy of the same book. Any loss of a borrower card needs to be reported in writing to the librarian. They will receive a duplicate card after the loan registry is checked. Upon the conclusion of the academic term, borrower cards will be returned to the library. Books and other reading materials are routinely pulled from circulation if they are no longer relevant in the present.

Care of Library Books: Student-teachers need to handle the books/journals very carefully; Marking with pencil; Writing or highlighting, tearing pages, or defacing them in any other way will be taken very seriously.

COMPUTERS AND SOFTWARE

Maintenance of computers (hardware and software), updating software related to administrative and overall maintenance of campus infrastructure. Annual maintenance is done for computers, printers, software, CCTV, fire extinguishers, gardens, and security.

WEBSITE

The website is maintained and updated with the help of external professionals. The mentor-mantee system has been developed to keep parents informed about attendance, classes, admissions, and profiles of student-teachers through calls to ensure the safety of student-teachers.

GAME

The Sports Cell looks after the maintenance of sports grounds and sports equipment and organizes various indoor and outdoor sports competitions for student-teachers at intra and inter-college levels. Safety equipment and sports gear are properly maintained and student-teachers are always instructed regarding the proper operation of the gear during sports periods.

OTHER RESOURCES –

Kamla Shikshak Prashikshan Mahavidhyalaya also has many other resources

- Multipurpose hall with seating capacity of 200 students & a dias (2000 sq. ft.)
- Seminar hall,
- Smart Classroom
- Arts and Crafts Resource Center
- Health and Physical Education Resource Center
- Principal's office
- Staff room
- Administrative office
- Visitor's Lobby
- Separate Common Room for male & Female students
- Separate Toilet facility for male and female students and for staff.
- Store rooms-2
- Yoga center
- Multipurpose playground
- Parking area
- Hostel
- Safeguard against fire hazard are installed in all parts of building
- Green House, Vermicomposting Plant.
- Water conservation.

File Description	Document
Link for additional inflrmation	[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: C. Any 2 or 3 of the above

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

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](#)
Paste link for additional information	[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: C. Any 2 of the above

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data template	[View Document](#)

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 0.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	0	0	0

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Appointment letters of 10% graduates for each year	[View Document](#)

5.2.2

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

Response: 17.78

5.2.2.1 **Number of outgoing students progressing from Bachelor to PG.**

Response: 16

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

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

File Description	Document
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: 0

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

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

File Description	Document
Data as per Data Template	**View Document**

5.3 Student Participation and Activities

5.3.1

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

Response:

A group of students admitted in the college to take the problems of the students and teachers to the college administration and solve them, to participate in the conduct of educational and co-scholastic activities, to cooperate in making the college campus clean and efficient, etc. Sadan are formed. Sadan names are Laxmibai Sadan, Vivekananda Sadan, Dayanand Sadan and Subhash Sadan respectively.

A team leader of each class is selected unanimously and one monitor is also made for each class, who provides support in timely conduct of academic and co-scholastic activities of the college. Like - in the prayer session, every day a group is given the responsibility for prayer activities, which is called by the group leader, commanding by one student and the other two or three students by turns, calls for prayer, news presentation, enlightenment story, Activities of motivational topics, general knowledge questions

etc. are conducted. This gives everyone an opportunity to develop oral expression. Class monitors play their role in cleaning the class room, resolving teaching complaints or problems of students.

5.3.2

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

Response: 2.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	3	3	3

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Paste link for additional information	[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 : Alumni Association is a forum for former student-teachers of this College constituted with the intention of sustaining good relationship between them. It also aims at overall development of its members and the College. The Association aims at establishing and maintaining close contact and friendship with all those who leave this college after their studies. Old students are enrolled as members and are informed of the various activities, progress and achievements of the College.

Alumni serve many valuable roles, they help build and grow an institute's brand through their work-strength and word-of-mouth about the institute. An alumni group or alumnae association is an association of graduates or, more broadly, of former students (alumni). Additionally, such groups often support new alumni, and provide a forum to create new friendships and develop business relationships with people of

similar background.

Alumni of Kamla Shikshak Prashikshan Mahavidhyalaya are well placed in various fields like: teaching, education, professional fields, academic and social work. The College has an active alumni group, this group is registered with Registrar Societies, Dholpur, Rajasthan.

The mission of the Alumni Association of Kamla Shikshak Prashikshan Mahavidhyalaya is to foster a spirit of loyalty and to promote general welfare of the institute. It offers network opportunities, which can connect recent graduates with established professionals and help to pursue career change. For their general meetings there is a separate place in college premises, where they can discuss, plan, talk to each other and even they can execute their planning with the help of college faculties and students.

The objectives of Kamla Shikshak Prashikshan Mahavidhyalaya Alumni Association are:

1. Maintaining the updates and current information of all alumni.

2. Sustained sense of belonging to the Alma Mater.

3. Provide financial help to Alma Mater.

4. Participate in teaching practices and internship.

5. Provide opportunities in placement and growing institute brand.

At Kamla Shikshak Prashikshan Mahavidhyalaya we follow a process to make students a part of the Alumni Association. We have created a registration form for all final year students, they can be a member of this group by paying a minimum fee. We also encourage our final year students to continue with our WhatsApp groups and join alumni Facebook page so that we can connect with each other for a long time and they can share their experiences, memories and any updates regarding vacancies or upcoming events too. We also encourage them to participate in large numbers in alumni meetings so that they can provide suggestions for college betterment.

1: Placement and Internship: - The role of the Kamla Shikshak Prashikshan Mahavidhyalaya Alumni Associationhas been significant towards the development of the college Kamla Shikshak Prashikshan Mahavidhyalaya Alumni Association has been actively maintaining relationships with its alma mater.

2: To motivate new students: - On the other hand, Kamla Shikshak Prashikshan Mahavidhyalaya Alumni Association has been boosting the confidence of current students and fostering their morale to try out possible avenues and appear for possible available opportunities.

File Description	Document
Upload any additional information	[View 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: E. None of the above

File Description	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**

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

Kamla Shikshan Prashikshan Mahavidhyalaya takes great pleasure in its robust Alumni Association, which fosters a close-knit interaction with students and fortifies the network between alumni, professors, and management.

Mahavidhyalaya active alumni group has a large number of alumni as members. Every year, the organization holds formal alumni gatherings where former students, instructors, staff, and friends get together to reminisce and exchange stories. Alumni from the university have held prominent positions in numerous academic and administrative committees and bodies, including the College Management Committee, Curriculum Development, Internal Quality Assurance Cell, and others. Alumni ideas are highly valued by the institution, which also makes full use of the services to further its own development.

An Alumni Meet is organized for all the Alumni of the college annually. Many activities are organized for the alumni, alumni are honored and the college provides all the present alumni in the alumni meet with souvenirs like mugs, photo frames, mementos, etc. The college conducts meetings with its Alumni Association on a continuous basis. On an average 3-4 meetings are organized by alumni association every year, for this purpose a separate room is allocated to the alumni where they can discuss and exchange their views. These meetings provide a platform to the former students to provide suggestions with respect to the functioning and infrastructure of the institute. Alumni of the institute play a significant role in providing mentoring, Career guidance, facilitating internships, and campus interviews for students with the help of their professional contacts, discussions on different topics for motivating the students to give their best and develop their capabilities. Apart from formal alumni association meetings, the institution also engages the alumni support in many ways such as collecting suggestions, feedback on existing curriculum, updates on emerging trends, etc. through various networking platforms like Facebook, Twitter, WhatsApp, etc. In every meeting of Alumni, a talk is arranged on a certain aspect by the alumni for the students related to the field. The topics on which these discussions and talks have been arranged are: Guidelines for improving communication skills, experience sharing regarding importance of participation in co-curricular activities, motivational words for how to become a good teacher, sharing of ideas related to constructivist approach, discussion on challenges in teaching profession, discussion on SWOC analysis, guidelines for how to face an interview, ICT based learning, Talk on how to be creative, lecture on innovations in teaching methods, talk on enhancing teaching skills, lecture on professional ethics. All these talks and discussions are done with the students in regards to motivating the students and nurturing their talents to do their best in this novel profession of teaching.

File Description	Document
Upload any additional information	[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:

The governance of the Mhavidhyalaya is reflective of an effective leadership and participatory mechanism in tune with the Vision and Mission.

Vision

- The vision of the college is the holistic development of the students by imparting traditional and modern education along with making them competent as digital learners for the upliftment of the future generations studying in the Schools of rural India.
- To focus on women education for real upliftment of the future generations.
- To produce quality teachers competent in all the aspects for imparting quality education in educational institutes.
- To promote skill development in youth especially in rural backward areas.

Mission

- We are committed to ensure the physical, mental and moral growth of the students for holistic development.
- To impart the fusion of traditional, modern and digital education to make them fine human being of digital India.

Nature of Governance:

The Institute follows a democratic and participatory mode of governance with all stakeholders participating actively in its administration. Mhavidhyalaya is promoted by Raman Society, Dholpur has been established with a firm commitment to foster a holistic approach to facilitate and promote studies and research in emerging areas of education, aim being to achieve excellence in the educational field towards development of education in the era of globalization. The governing body delegate authority to Principal & IQAC who, in turn share it with different committees and cells for smooth functioning. We are on a mission to inculcate versatility in development of the dynamic personality of students through a lot of academic as well as professional preparations. And in order to accomplish our endeavors our Governing body strictly follows the below: Appoint teachers with all the rules and regulations of the

NCTE and University. Stringently adhere to the process where we follow the eligibility criteria and take all necessary approvals. Make sure that the student intake is as per the NCTE rules and regulations. Follows reservation policy as decided by State Govt.

Mhavidhyalaya with a multi-story, environment friendly spacious campus and state-of-the-art facilities. In order to cope with the dynamics of the ever-evolving market and students' requirements, the Mhavidhyalaya Management keeps investing in the latest technology, faculty training and pedagogy and other extra-curricular activities to impart up-to-date education and enable students with a skill-set to meet the requirements of the current environment. The Teaching System followed by the Mhavidhyalaya is open and liberal to an extent where the students are encouraged to engage more and provide feedback to keep the college improvising on its resources, as and when it is required. The Mhavidhyalaya Management also keeps participating in inter-college competitions to provide students with multifarious opportunities to let them realize their true worth and potential. To empower its students, keeps expanding their library, provides seed money to upgrade the computer lab and language lab, and other teaching aids and Kamla Mhavidhyalaya does not just provide education, rather it focuses on building their students' personality.

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 signatureof 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:

The highest authority within the organization responsible for organizing and carrying out the College's development is the College Management Committee. It was established in 2015. The Kamla Shikshak Prashikshan Mahavidhyalaya College Management Committee is in charge of overseeing administration.

The institution Management Committee meets on a regular basis to discuss issues pertaining to the growth of the institution, professors, and Pupil-teachers.

To effectively handle a variety of tasks, the College Management Committee has decentralized with the aid of several cells and committees.

The College Management Committee welcomes input from its staff and students and periodically considers their recommendations to improve the college and its amenities.

By actively engaging with its alumni and professors, the College Management Committee closely monitors trends and requirements in education to give the newest and best-in-class courses for academic and non-academic jobs.

IQAC was founded at the college and is essential to both academic and administrative aspects of life, including involvement in school activities, outdoor engagement, green efforts, stage upkeep, and frequent professional development for teachers.

The committees consist of representatives from the administration, the principal, instructors, staff, students, notable individuals, and alumni. The Raman Society, the College Management Committee, the Principal, and the IQAC decentralize college administration, which is subsequently split into academic and administrative responsibilities.

The principal, along with committee members, oversees the college's planning of its extracurricular, co-curricular, and curriculum activities.

These plans are prepared and carried out in accordance with the approval of the College Management Committee.

Case Study:

An advisory group for the college library oversees the library's operations. Annually, the Library Advisory Committee holds its regular meeting.

The library advisory committee determines at the conference how much money will be spent on books, journals, and related supplies for each program.

Following consultation with professors, the librarian compiles a list of books and periodicals that need to be bought and turns it in.

The librarian requests approval for the lists and enters the requirements in the library cell.

The librarian gathers quotes from various dealers, and she and the head of the library cell create comparison tables.

The principle submits the acquisition proposal and the comparative chart and sends them to management for approval.

The librarian makes the purchase or subscribes to the service after receiving management approval.

The library personnel in the acquisition division confirms the prices of each book and the discount rates once the books and bills are received at the library.

Every book is put into the admission Register together with all the pertinent information about it, such as the price, publisher, year of release, etc. After that, the bills are processed for payment and the admission number is recorded for every item.

Prior to sending the invoices to the account section, the acquisition section verifies the aforementioned

process.

With the principal's consent, the account action makes the payment to deals.

File Description	Document
Relevant documents to indicate decentralization and participative management	[View Document](#)

6.1.3

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

Response:

FINANCIAL TRANSPARENCY

By articulating its vision and mission objectives clearly at every level, Kamla Shikshak Prashikshan Mahavidhyalaya fosters transparency in its financial, academic, and administrative functioning. At the start of each year, the Governing Body shall be presented with all significant topics pertaining to the College's finance budget projections and budget provision. The institute's staff are eligible for annual pay increases contingent on their performance.

ACADEMIC TRANSPARENCY

Kamla Shikshak Prashikshan Mahavidhyalaya strictly follows the academic calendar in which various activities are detailed in advance. Admission information is given on the website. We regularly take feedback from students. Internal assessment consisting of various components ensures that students monitor their performance, progress, and fairness in assessment. It has provisions for remedial classes and a grievance redressed system. We have an E-library facility for all students as well as faculty members. To bring transparency in the educational sector, Kamla Shikshak Prashikshan Mahavidhyalayaprovides complete information about its courses, programmes, upcoming events, etc. on its website. We have an active alumni association that regularly participates in the development of Mahavidhyalaya, directly or indirectly. In the morning assembly, we provide facilities to every student to read the daily news and present the thoughts of the day, so that they can learn presentation skills.

ADMINISTRATIVE TRANSPARENCY

Mahavidhyalaya meetings are held regularly to discuss matters related to college development, and student and faculty development. Recruitment and promotion of employees is also done with near transparency.

IQAC is established in the college and plays an important role in academic and administrative activities.

Representatives of the management, principal, faculty members, staff members, students, eminent personalities, and alumni are part of the committees. The college has divided the academic work into curricular and co-curricular activities and the administrative work is divided into the Student Welfare and Administrative Committee.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The IQAC of Kamla Shikshak Prashikshan Mahavidhyalaya, Dhoplur was constituted on 29/11/2022. The IQAC through discussions with all stakeholders made a perspective plan for the development of academic, administrative and infrastructural facilities and approval was taken from management. The perspective plan is available on the college website which is closely associated with the vision, mission, and goal of the institution. College has regularly enhanced infrastructure and developed capacities for teaching and research of staff according to the changing academic and social environment The purpose of the plan was to strengthen the functioning of institution. One of the examples of activity successfully implemented based on perspective plan is as follows: Augmentation of Academic infrastructure and EquipmentFollowing work is done in relation to infrastructure of the institution and demand of equipment -Increase in the number of computers -Increase in the furniture - Language Lab set up -Books Rack for library, Library software-Bibliosoft for library, Mahavidhayalaya has regularly augmented the infrastructure and developed capacity for teaching and research staff by the changing academic and social environment. The objective of the scheme was to strengthen the functioning of the institute.

One of the examples of successfully implemented activity based on the perspective plan is as follows: Expansion of educational infrastructure and equipment

The following tasks are undertaken concerning the demand for infrastructure and equipment of the institute

- Increase in the number of computers
- Increase in furniture
- Establishment of language lab
- Establishment of smart classroom
- Book rack/Almira for library
- software for the library

- speaker
- Microphone
- Sports articles
- whiteboard
- Biometric device
- stage construction
- Projector
- Laptop

Mahavidhyalaya is reflected in the happiness of the Pupil-teacher. The teaching-learning process has become more effective. Furniture has been increased in classrooms and the library. Bibliosoftsoftware has been used for library work. Biometric attendance facilities have been provided for teachers and pupil-teacher in the institute. The language laboratory has proved to be very useful for pupil-teacher. Sports equipment is extremely essential for the all-round development of pupil-teacher. Stages have been constructed on the campus for all types of activities.

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](#)
Link for additional information	[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:

Kamla Shikshak Prashikshan Mahavidhyalaya is affiliated with Maharaja Surajmal Brij University, Bharatpur (Rajasthan). The administrative bodies/councils/committees/boards operate in a very transparent manner as per the policy of the institution. A transparent audit system is one of the best features of our organization. Mahavidhayalaya has an internal organizational structure that has evolved over the years.

THE GOVERNANCE SYSTEM IS AS FOLLOWS:

The statutory body of Kamla Shikshak Prashikshan Mahavidhyalaya is College Management Committee. This body, along with IQAC of Kamla Shikshak Prashikshan Mahavidhyalaya, play an important role in formulating and implementing the policies. The Management Committee acts as the executive body of Mahavidhayalaya to take appropriate decisions and formulate strategies for the development of the institution.

The Principal of Kamla Shikshak Prashikshan Mahavidhyalayaas the head of the institution, is the leader who is responsible for the various administrative services of the Kamla Shikshak Prashikshan Mahavidhyalaya. The Principal is assisted by Coordinators of Cells & Committees and faculty members. They discuss all major programs and issues in Mahavidhyalaya and support the Principal in the administration of the institution.

There is an Internal Quality Assurance Committee (IQAC) at Mahavidhyalaya level. IQAC plays an important role in monitoring the internal quality of the institute.

The academic wing of Mahavidhyalaya emphasizes extension and outreach programs and provides platforms for student-teachers and faculty to reach out to the community.

Mahavidhyalaya Committees: Various committees are formed for planning, preparation, and implementation of academic, administrative and extra-curricular objectives. Each committee has a coordinator and members. Through these committees, Mahavidhyalaya seeks decentralization of power structure. Curricular aspects are handled by CRR Committee.

Student welfare is ensured through placement cell, discipline committee, Grievance& Redressal Committee and alumni associations also contribute to student welfare. The administrative staff of Mahavidhayalaya has a well-defined organizational structure. Mahavidhayalaya Office, consisting of administrative and support staff, coordinates administrative activities under the Office of the Superintendent in consultation with the Principal.

RECRUITMENT AND SERVICE RULES:

All appointments are made through a selection committee constituted by the management of the Raman Society/University. A list of vacant posts is prepared. After approval of the list, an advertisement is published in the newspaper inviting applications along with testimonials. After screening, a list of suitable candidates is prepared and they are called for interview by the selection committee. After the interview, the selected candidates are given appointment letter.

File Description	Document
Documentary evidence in support of the claim	[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: D. Any 2 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](#)

6.2.4

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

Response:

The IQAC of Kamla Shikshak Prashikshan Mahavidhyalaya constituted different committees and cells for the planning and implementation of various activities. In the beginning of the session, members are assigned (as and when required) in the committees / cells for its proper functioning. The committees/cells regularly conduct meetings to discuss relevant matters/issues and take appropriate decisions thereof, and minutes of the meetings are duly accorded. The objectives of the cultural committeeis to bring out the various talents of the students, inculcate team spirit and to account for overall personality development of students. To fulfill its objectives, the cultural committee conducts various activities regularly after meetings. Here, description of one decision made by the cultural committee is elaborated:

- 20.07.2018 in which a hand written magazine (Srijan) was released for the development of creative power of the trainees.
- A public awareness rally was taken out by the trainees against the rape and murder that took place in Hyderabad on 05.02.2019, in which 150 students of the college participated.
- Martyrs' Day was celebrated in the college on 20.12.2019 . In which the martyrs were described as the main revolutionary leaders of the freedom movement and they were described as unique devotees of patriotism and patriotism.
- 17.03.2022, the students of the college conducted an educational survey and conducted a mandatory activity for the trainees for internal assessment which included cleanliness and sanitation work , role play for public awareness programs , inspirational presentation of songs , poems , speeches etc.
- 25.02.2024, a free homeopathic camp was organized by College Approval Foundation and Sai Baba Kalyan Samiti. In which Dr. M.S. Meetwar treated the patients free of cost.

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:

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

The well-being of staff is vital to the effective functioning of Mahavidhyalaya. Kamla Shikshak Prashikshan Mahavidhyalaya has effective welfare measures for the teaching and non-teaching staff.

Maternity Leave: Female staff members are granted maternity leave for six months without pay with an agreement to resume work at their convenience after this period.

Promotion: Teaching and non-teaching staff are given promotions or increments on the basis of merit, services, and result of performance appraisal.

Research Support: Publication incentives, cost of registration, and participation in national or international conferences/seminars are given to faculty members.

Career Development: Faculty members are sponsored to attend short-term courses, workshops, and faculty development programs to upgrade their knowledge.

Faculty Recreation Programme: Recreational trips are organized for teaching and non-teaching staff. Cultural programs are also organized where all the teaching and non-teaching staff members have an annual get-together with their family members.

Miscellaneous:

Uniform is provided to peon and security as per season.

Free medical camp for the staff

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	[View Document](#)

6.3.2

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

Response: 26.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	3	5	5

File Description	Document
Institutional Policy document on providing financial support 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: 0

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)
Any additional information	[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: 8.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	0	0	0

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:

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

An effective performance appraisal system works towards improving the overall institutional performance of teaching staff to achieve the overall institutional mission and vision. Adopting the same the institute is following an evaluation scheme. In this scheme, performance is categorized into the effectiveness of academic management (teaching, learning and assessment-related activities), co-curricular, extension, professional development activities, research publications, and academic contributions.

Furthermore, at the end of the semester, feedback forms are issued to pupil-teachers to collect information about various aspects related to the teacher and the teaching process.

The Principal and Coordinator of the CRR committee scrutinize the feedback forms collected from pupil-teachers and suggest suitable measures to improve the teaching-learning process. We can define the following objectives:

1. To provide feedback to employees about their performance.

2. To facilitate decisions related to salary increases, promotions, and retrenchment.

3. To encourage performance improvement.

4. Setting and measuring goals.

5. Determining individual and organizational training and development needs.

6. To confirm that good hiring decisions are being made.

7. Provide legal support for personnel decisions.

8. Improve overall organizational performance.

The qualitative and quantitative parameters adopted for teaching faculty evaluation are –

1. Effectiveness of academic delivery – It is evaluated on the basis of the academic performance of teachers in B.Ed. program – along with daily attendance records of pupil-teachers, curriculum development and management, subject delivery, classroom activities, laboratory-related practical work to coordinate. Work deadlines, attendance issues, etc. and advising in co-curricular such as Mahavidhyalaya events, workshops, and guest lectures.

2. Effectiveness of academic management (coordination) – Completion of allocated extracurricular activities within a stipulated time frame.

3. Educational Development (self as well as Mahavidhyalaya) – Initiatives taken for self-improvement/enrichment, development of best practices at the workplace

4. Contribution in other departmental work – Overall initiative was taken in other departmental work.

5. Research Participation in research-related activities is also one of the criteria for evaluation.

File Description	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:

Institute conducts internal financial audits regularly on an annual basis by the Chartered Accountant. The institution has computerized its financial management system and all the accounts are managed by the tally software. Any query or explanation asked by the CA are explained. There are no objections reflected as such in the report yet.

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: 0.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.45	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document

6.4.3

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

Response:

Kamla Shikshan Prashikshan Mahavidhyalaya, Dholpur has certain strategies for mobilization of funds and the optimal utilization of resources. The budgetary resources are mobilized through various resources such as, tuition fees, and other fees, donations collected through well-wishers, alumni and the gratitude fund donated by the college staff. Since, Kamla Shikshan Prashikshan Mahavidhyalaya is a self-financed college, there are no funds from Government organizations or NGOs till now though we are putting great efforts to attain funds from Government agencies for the quality assurance in the Institution.

Due to lack of such funds we accommodate the expenses from funds which is tuition fee. The College utilizes funds for the following resources:

1. **Library Books:** The above funds are utilized for purchasing the books for the library so that a rich learning resource centre can be provided to the students. as the Library is the Centre of learning. The books are purchased on a regular basis for the library using the above funds in an optimal manner.
2. **Infrastructural Improvements:** College utilizes the above funds to bring required infrastructural changes in the premises from time to time like addition of Lift for students, additional furniture in the classes, smart boards etc.
3. **Learning material for activities:** College spends the above funds for purchase of learning material like charts, stationary material etc to conduct various activities in the college like House activities, Competitions, celebrations etc.
4. **Gardening Expenses:** College utilizes a considerable amount on Gardening which keeps the environment green and healthy. Gardening is the regular practice at Kamla Shikshan Prashikshan Mahavidhyalaya to contribute to local environment.
5. **Security Purpose:** At Kamla Shikshan Prashikshan Mahavidhyalaya safety and security are primary concerns and is looked after constantly by appointing the security guards ensuring safety and security of each in the college.
6. **Housekeeping:** College ensures cleanliness and well sanitized premises to the inmates and for this purpose an adequate number of staff is appointed. College utilizes a fine amount of funds on housekeeping to provide clean and hygienic premises.
7. **Repair & Maintenance:** a considerable amount of funds is utilized on repair and maintenance of on-going wear and tear in the building.
8. **Building usage charges:** The above funds are allocated to cater Building usage charges as well.
9. **Electricity:** Constant power supply is ensured in the college so that no hindrance occurs in the smooth functioning of the Teaching-learning process.
10. **Internet Charges:** Kamla Shikshan Prashikshan Mahavidhyalaya provides Wi-Fi enabled campus to students so that ICT can be integrated in the Teaching-Learning process.
11. **Research & Development:** The above funds are optimally utilized to support Research and Development by Faculty and Students. College offers assistance in carrying out Research work by sharing the load like providing seed money

The above funds are mobilized to provide the Internet service to all the users.

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:

Kamla Shikshak Prashikshan Mahavidhyalaya is being a teacher co-educational teacher education institute it aims to provide the best possible opportunities to the student-teachers for their holistic development to serve the society after completion of the course.

The establishment of IQAC is a concrete step towards the development of the student-teachers. The main function of IQAC is to develop a system for purposeful and continuous improvement in the overall performance of the institution and particularly in the field of instructional as well as infrastructural facilities. In this regard, the IQAC of Mahavidhylaya was constituted on 29 November 2022 under the chairmanship of our Principal Dr. Yugal Bihari Parashar and Coordinator Dr. Manju Tiwari, consisting of faculty members, members of the management of the institute, senior administrative officers, nominees from Local Authority, students, Alumni, Employers and Stakeholders. To ensure clarity and focus in the functioning of Mahavidhyalaya towards enhancing quality through various strategies. IQAC was formed to develop an awareness system for continuously improving the overall performance of institutions related to academic and administration aspects.

IQAC was formed with the following goals:

- Communication of information on various quality standards of higher education.
- Development of quality standards for various academic and administrative activities of the institution.
- Documentation of various quality improvement activities.
- To receive, analyze and act on feedback from pupil-teacher, parents and alumni on quality related institutional processes.

Procedure adopted by IQAC;

The IQAC of Kamla Shikshak Prashikshan Mahavidhyalaya works actively to improve the quality of education, teaching-learning process and learning outcomes by adopting the policy and procedures of these quality strategies. The quality strategies and processes used are:

- Intensification of curricular aspects with value added courses, self-study courses, organization skills programs.

- Expediting feedback collection, analysis and review.
- To continuously improve the admission process, Pupil-teacher diversity, quality of teachers, teaching-learning process and learning outcomes.
- Result oriented education has been introduced by IQAC.
- Result-Analysis and Proactive Grievance Redressal Cell.
- Extension activities including FDP have been increased.
- To establish new collaborations and relationships with various organizations.
- Updating the infrastructure including physical facilities, ICT facilities, library facility with ICT integration.
- Strengthening pupil-teachers support system with management scholarships.
- Encourage student-council activities including sports and cultural.
- Consistently practice decentralized and participatory governance with faculty performance evaluation through self-assessment forms and confidential reports.
- Expressed strong concern for environmental activities including rain water harvesting, plastic ban, waste management and energy saving.
- To promote research activities in Kamla Shikshak Prashikshan Mahavidhyalaya.

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 from time to time through its various academic and administrative committees, which include CRR Committee, Discipline committees, Cultural committees, Sports Committee, Library Advisory Committee, Women Cell, Student Welfare committees, AlumniAssociation, Anti Ragging Squad, Research Committee, Admission Committee, Time-Tale & Academic Planning Committee.

Various quality initiatives are undertaken by the institute under the guidelines of IQAC to improve the teaching-learning process such as seminars, workshops, field trips like annual function, exhibitions related to pedagogical subjects, faculty development programs, value added courses for pupil-teachers, encouragement to use ICT resources in the teaching-learning process.

The Institute reviews its teaching-learning process by taking feedback from various areas:

- Feedback from pupil-teachers, teachers and alumni on aspects of the curriculum is taken on a continuous basis, analyzed and appropriate steps are taken for improvement.
- Feedback of teachers is taken from pupil-teachersand suggestions are given accordingly.

- Feedback is collected after conducting various activities. These feedbacks are collected and consolidated at the institutional level. Corrective action is taken through IQAC.
- Self-evaluation forms are collected from the faculty. Additionally IQAC has reviewed and implemented its teaching-learning process in the following ways:

Based on the feedback received from pupil-teachersand alumni during the last four years, it was identified that there is a need to introduce new technology to the teaching-learning process. With this in mind, IQAC has made efforts to improve the facilities:

- Internet and Wi-Fi facility is provided.
- White boards have been installed in classrooms and laboratories.
- Smart Class Room is established.
- MSME courses are introduced.
- Projects were assigned to pupil-teachersto develop ICT based teaching-learning materials.
- System for feedback on curriculum, teaching-learning process has been introduced.

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: 0.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	0	0	0

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: C. Any 2 of the above

File Description	Document
Feedback analysis report	[View Document](#)
Data as per Data Template	[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:

One of the main function of the IQAC is to review the teaching-learning process, structures & methodologies of operations and learning outcomes at periodic intervals to assure quality of functioning in the Institution. The IQAC at Kamla ShikshakPrashikshan Mahavidhyalaya is committed to a learner centric approach regarding teaching-learning progression and has designed the policy to assess and evaluate it intermittently. Accordingly, it provides support and guidance to the faculty.

Teaching-Learning activities are improvised, modified after taking the review and suggestions are implemented as per the needs. The IQAC has designed gradual attributes like academic excellence, communication skills, personality development, leadership and global citizenship. To achieve learning outcomes, the IQAC periodically reviews the teaching learning process and suggests gradual and regular expansion, up-gradation and addition of the requisite material, equipment, infrastructure etc. IQAC consistently works towards incremental strategies to make the functioning of the institute effective and smooth. These strategies effectively work in line with the changing needs of the industry and students.

This process is prominently evident through the following examples:

1. MoUs with reputed organizations for hand holding in quality assurance:

Kamla Shikshak Prashikshan Mahavidhyalaya established a number of MoUs with organizations, schools, colleges & universities on the suggestion of IQAC to assure the quality of Education. The Institute constantly worked upon establishing the MoUs since its inception in 2022. Kamla Shikshak Prashikshan Mahavidhyalaya signed the Memorandum of Understanding with the following organizations:

1. Kamla PG College, Dholpur
2. VK. Tyagi TT College, Dholpur
3. S N College of Education, Dholpur
4. S N College of Science, Dholpur
5. SPBR college of Education, Dholpur
6. Ganeshilal Teacher-Training College, Dholpur.
7. BRP College, Saipau, Dholpur.
8. MahrshiParashar YogaMahavidhyalaya, Kainthari, Dholpur.
9. Kanhaiyalal Teacher Training College, Maniya, Dholpur.
10. Manjari Foundation, Dholpur.

2. Constitution of Cells for Smooth Functioning of Institution:

IQAC worked upon constitution of various cells since 2022 to decentralize the work among the members of staff and hence the below mentioned cells were constituted to streamline the work of the institute which are as follows:

- **Admission Committee:** Looks after admissions and category students and their fees concessions according to the documents produced. This committee works round the year as the queries are met for admissions at all times. This cell also decided upon the strategies each year to increase the number of admissions to fill all 100 seats.
- **Placement and career Counseling Cell:** Looks after the placement and coordinates with reputed schools for placement of trainees providing them adequate career counselling.
- **Cultural Committee:** Looks after the cultural activities, celebrations and festivals around the session. The cell maintains all the records of the events conducted.
- **Sports Cell:** Looks after the sports related activities providing kinesiological activities and facilitating for physical development by recreation activities.
- **Library Advisory Committee:** Looks after the library records, new books required, memberships of different e-resources, students usage of library.
- **Women Cell:** Organizes activities for empowerment and upliftment of women celebrating womanhood. The cell organizes Self-defense workshops, Gender Equality, Women's day celebration etc.
- **Examination Committee:** Looks after Internal & external examination and maintains examination records. The committee keeps the records of any grievances related to examination and acts as a bridge between university and college for smooth execution of examinations.
- **Alumni Association:** Alumni Association is a forum for former teachers and student-teachers of this College constituted with the intention of sustaining good relationship between them. It also aims at overall development of its members and the College. The Association aims at establishing and maintaining close contact and friendship with all those who leave this college after their studies. Old students are enrolled as members and are informed of the various activities, progress and achievements of the College.
- **Internship Committee:** Looks after the Internship and teaching practice of trainees in schools.

Also, maintains record of teaching practice and duty charts for supervision. The committee also prepares a list of schools to be approached for internship next year and works for establishing MOUs with reputed schools in the proximity.

- **Academic Planning Committee:** Plans the session plan and academic calendar for the complete session for well-planned and organized functioning of the Institute.
- **Grievance & Redressal Cell:** Looks into the grievances of students and their resolution according to the UGC guidelines. The cell works confidentially on each grievance and resolves them in a given timeline.
- **Research and Publication Committee:** Looks after the research and development of faculty and students. Also, working upon publication of journals.
- **Student Welfare Committee:** Works for the students welfare activities like equipping students with online platforms and its functioning, conducting workshops and guest lectures like preparing e-portfolio etc.
- **Extension Cell:** Looks after organization of workshops, seminars, guest lectures and conferences. The cell rigorously works towards extension of learning of students through varied modes of learning such as celebrating Literacy week & Yoga day etc.
- **IQAC:** Looks after the functioning of all the cells and takes decisions for the incremental strategies in context of all aspects such as Administrative, Academic & Infrastructure etc. IQAC hold regular meetings to take decisions upon major issues and provides guidelines for other cells.

Discipline Committee: The committee looks after the maintenance of discipline in the Institute. This also includes making strategies to instill discipline among students and also the activities to teach discipline to them.

File Description	Document
Relevant documentary evidence in support of the claim	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:

Energy is the capacity to do work. According to the law of conservation of energy, energy can neither be created nor destroyed. It can only be transformed from one form into another. This means that the loss in one form of energy leads to the rise in the other form of energy.

Energy conservation is the practice of reducing the consumption of energy by humans or Energy conservation means making the most of our energy resources by using our natural endowments wisely, getting the greatest return from our energy investments, and investing in clean energy. Energy is conserved to reduce the cost of consumption and to preserve the limited existing resources of energy. Energy can be conserved by using energy-efficient devices and other methods to consume energy and reduce the use of energy when there is no requirement. We know that energy can neither be created nor destroyed. It can only be transformed from one form to another. So, it is important to conserve energy.

Energy conservation is an inevitable requirement for sustainable development for higher education institutes. The institute has developed framework and energy guidelines adhering to national policy for energy conservation.

Saving Energy –

The use of energy efficient equipment is promoted in the institute. The institute uses Installation of energy star products for electrical. Promotion of energy efficient lighting systems by using LED Lamps instead of using incandescent lamps in the campus which require 1/8th of the energy to light the same room.Also master switches are installed at every floor to shut down power in non-working hours to reduce transfer loss of electricity.

Implementing Alternative Energy

Harnessing the Sun:-

The institute utilizes total energy consumption of 125 KWH. This requirement is met by state power supply.

The institute has an energy conservation administrator to coordinate and implement the sustainable practices, taking care of periodic maintenance of the building facilities.

The institute also caters to general efficiency techniques and methodologies that can be implemented in day to day function.

Reducing energy consumption in the institute is a continuing priority which is ensured through an awareness program involving student's mentors and institute staff.

File Description	Document
Institution energy policy document	[View Document](#)

7.1.2

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

Response:

Waste Management is a joint responsibility of local government as well as of private organizations and individuals. Institute has designed an integrated Waste management system for optimizing and analyzing waste. It is based on the concept that all aspects of waste management should be analyzed together. The concept of waste as 'a material which has no use' has changed to 'resource at the wrong place'. The institute is conscious of its activities generating waste and ensures that all the waste is used & disposed responsibly.

Managing waste in an environmentally sound & socially satisfactory manner is sustainable waste management. In institute waste management practices are differentiated into three parts:

Solid Waste Management

Liquid Waste Management

E- Waste Management

The entire spectrum of solid waste generation, segregation and collection is processed systematically in the campus. Mixed waste is useless as a resource until waste separation at source is practiced thus the waste generated by the institute is separated in three separated streams namely biodegradable, non-biodegradable and domestic hazardous wastes in suitable bins.

Biodegradable waste is generated in the institute from raw material & leftovers of food items from kitchen/pantry and hostel mess. Also the tree droppings from the campus green area contribute to it. These are treated through organic waste composter and waste is created into manure.

Non biodegradable solid waste is handed over to the municipal approved landfill site.

Hazardous waste generated in the institute is in negligible amounts of waste.

Liquid Waste Management involves Grey water and Black water. The institute uses water efficient fixtures in the campus which generate less discharge of grey water. The waste water generated from R.O treatment in the institute is reused to recharge ground water tables through a network of lines. Institute also conserves the rainwater through harvesting the runoff water from previous surfaces to the rain

harvesting pit.

This in return reduces the load on municipal sewage lines and also recharges the ground water table.

E-Waste of electronic waste broadly describes discarded, surplus, broken or obsolete electronic devices and machines. The rapid growth of technology, up gradation of innovation and high rate of obsolescence have led to one of the fastest growing waste streams of E- waste. The E-waste is managed in the institute through collection of items from staff, faculty & students at common places and conducting an auction to authorize recyclers.

File Description	Document
Documentary evidence in support of the claim	[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](#)

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: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)

7.1.5

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

Response:

Sanitation is considered as basic determinant in quality of life and human development index. Ensuring that college is well maintained is not only conducive to productivity, it also increase the likelihood of expecting more students. The institute promotes and aligns goals to national mission of **"Swatch Bharat"** or **Clean India Campaign** which bring about change in behavioral and attitudinal aspect of habitants. The institute strongly believes in emphasizing on Information, Education and Communication (IEC) for effective participation of campus users.

The institute highlights and takes care of every basic parameter of maintenance of cleanliness likepersonal hygiene, safe water, waste water disposal, solid waste disposal, food hygiene and environmental sanitation. The Institute has framework in terms of Policies since Oct, 2020 for Waste Management- (Solid, Liquid and Hazardous), Water Management and Green Cover Management to maintain and check all the basic parameters.

In a quest for healthy, livable and sustainable campus, spaces with plantation have a vital role. To add to the green cover of the Institute many tree plantation drives have been conducted by the institute. The Institute also adopts saplings distribution program as an act of promoting environment and sustainability in events and functions. In order to reduce the pollution which are alarming in the region the institute observe a cycling day once in a month for all the students, faculty and staff members. The institute also prohibits intra movements of vehicles as to enhance the indoor air quality of the campus which in return reduce the air pollution.

The institute has a robust network of sewage disposal system which also act as a guiding force to implement hygiene and cleanliness in the campus.

Institute is resilient in deployment of dedicated team for maintenance of water system, drainage system and waste management system in the campus. The periodic maintenance practiced in the campus induces sense of cleanness and also cut off extra expense on wastage.

Access to sanitation facilities is a fundamental right to safeguard health. Separate and safe sanitary facilities for females in the campus are also an encouraging factor of the institute. Dedicated safe drinking water sources are present at many places throughout the campus which comes from storage tank. The water purifier (RO System) is installed at common level to ensure water quality.

The institute believes in the fact that precaution is better than cure and abides to it thoroughly. Many

promotional signage's are put in the campus area to promote and aware students to avoid littering in open spaces. Use of Color coded dustbins to segregate solid waste at the source is deployed in the campus which safely collect, confine and dispose waste.

Document Required:

1.Waste Segregation (Dustbin Pictures)

2.Signages

3.Bills

File Description	Document
Documents and/or photographs in support of the claim	[View Document](#)
Any 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](#)
Any 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: 0.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.50	0	0	0	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	[View Document](#)
Data as per Data Template	[View Document](#)

7.1.8

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

Response:

INSTITUTION PUTS FORTH EFFORTS LEVERAGING LOCAL ENVIRONMENT, LOCATIONAL KNOWLEDGE AND RESOURCES, COMMUNITY PRACTICES AND CHALLENGES

Kamla Shikshak Prashikshan Mahavidhyalaya, affiliated to Maharaja Surajmal Brij University, Bharatpur is located at the prime location of Dholpur City providing all facilities to students & visitors and is easily accessible for all. College is at an advantageous location in every aspect and provides lush green locality to students.

LOCATIONAL ADVANTAGES:

1.Bus Stand in the vicinity (within 500 mtr).

2. College is located near NH3; connecting states for easy access of students from other states like Uttar Pradesh.

3.Sufficient Green Area in vicinity of college.

4.Railway Station in Proximity (within 1.5km) Delhi-Mumbai Railway line

5.Easy Accessibility to College with Connectivity via Public Transport

6. Police-station is located in a range of 1km for safety and security purposes.

7.24/7 CCTV Surveillance inside and outside the college assists the community to control any anti-social activity in the nearby area.

8.Utmost care is taken to maintain cleanliness and greenery in and around the college.

9.Many awareness programmes are organized for public awareness.

File Description	Document
Documentary evidence in support of the claim	[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
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	[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:

Best Practice-I

Title:-Computer Training Programme for teaching and Non-Teaching Staff

Goal: To upgrade the working culture of teaching & non-teaching staff.

To provide the Computer knowledgeto Teaching & non-teaching staffs.

The Context: As our college is located in the ruraland backward area of Rajashtan. It involves a good number of teaching and non-teaching staff for day to daywork, office and library work should be shifted manual to computerized, during pandemic period the culture of online classes, organizing and attending online meetings and webinars it was the need of the hour that the knowledge about ICT of teaching and non-teaching staff must be improved.

Practice:15 teaching andFour non-teaching staff members are engaged in various official work, library automation and documentation for various committee is required. So the IQAC took initiative to computerize the administration and library services. The Computer Deptt of the college has undertaken training of the teaching and non-teaching staff of the college and see that the secretarial staff becomes computer literate.

1. Basic Computer training

2. Software training.

For the above, the college has the provision for financial grants from its miscellaneous fund. Training is being imparted for the operation of the Xerox machine. All members have already received training in the fields as mentioned. The priority was given for computerization and net workings of the following branches as these are located in the same campus; Central Office for Maintaining Correspondence and Records, Examination Branch College Admission Branch.

Best Practice-II

 Title: The inclusive Growth strategy for the economically weaker sections.

Goal: Mahavidhyalaya was started by Raman Society, Dholpur with a mission to spread education and for the upliftment of the rural poor and economically weaker sections of the society Since then the institution has been serving this part of the society. This practice has been set with aim of imparting and ensuring that the learning needs of the youth are met equitable access to appropriate learning and skill programmes.

The Context: As we all know education is important parameter of growth of our youth. This area where the Mahavidhyalaya is situated is an educationally as well as economically backward area. Access to quality education is imperative not only to will reduce social and regional disparities but also to achieve balanced growth and development. The learning of new technologies and scientific knowledge is must for them but availability of these resources alone does not serve the purpose of their growth and development. They do not have the fee to get admitted and avail these resources.

Practice: The best practice of the college is done to these students is the fee concessions which are

provided to these students. The intension behind this practice is to minimize the financial constraints of these needy, rural poor and economically backward students. Along with fee concessions, these students are provided free books from Book Bank. Faculty members individually too donate books to these students special tutorial classes are provided to these students. Extra class tests are arranged for them.

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

Kamla Shikshak Prashikshan Mahavidhyalaya aspires to be a leading Institution in the country offering quality teacher education to enlighten, emancipate and empower the student-teacher fraternity and to foster lifelong learning. It is believed that our future is a link to the present,so it is our duty to sensitize the young generation of the country about personal, social, local & global issues. We are ready with our girl students as support engine-reviving the momentum to bring holistic concepts to classrooms.

The college is located in the rural and disadvantaged region of Rajasthan with the mission to provide quality education to the society of the rural area.

Another evidence of the college's effectiveness is the increasing number of our alumni who are getting appointed as faculty members in different schools of neighboring areas.

It is our vision and priority to provide our students a healthy and quality environment that helps to develop their core skills which in turn develops their critical thinking skills.

We at Kamla Shikshak Prashikshan Mahavidhyalaya use to celebrate National Days along with Environment Day/Earth Day/ National Girl Child Day to make students aware of our surroundings.

The vision of the college is to empower students with health issues and a workshop was organized for WORLD AIDS DAY & to spread awareness about sexually transmitted infections and the use of condoms.

As the world has faced severe challenges related to the pandemic or due to COVID-19 Kamla College organized stress-related issues in a workshop that covered all psychological aspects of students.

Kamla Shikshak Prashikshan Mahavidhyalaya also organized Digital Literacy Week to equip students with digitalization as this is the need of the hour. Workshop on 'PLANT LIFE CYCLES' and International Translation Day were also organized.

Every year Kamla College is also organizes a Talent -Hunt Programme for students to showcase their talent in different fields like Dance / Singing /Poster Making.

To enhance the Professional growth and skills of students in their respective fields, a Workshop on Resume Writing / CV writing is also organized.

Moreover, Kamla Shikshak Prashikshan Mahavidhyalaya is instrumental in building peer-to-peer relationships, while shaping their perspectives, opinions and identity. So it uses every tool and technique for effective classroom upliftment and appreciates the students' efforts on each level.

The college inculcates value-added courses like Computers, Career Guidance, and workshops on self-defense to felicitate the economic security and financial independence of women and the cooperation of Parents, principals and faculty included in this.

Remedial classes for slow learners is another step to pull up the students lagging in their studies. The students are given scholarships also.

Relentless efforts of the college in the direction of realization of its vision have fructified in the upsurge of its academic achievement.

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 :

1. Two two-day workshops for the NAAC Accreditation process are organized by Kamla Shikshak Prashikshan Mahavidhyalaya.
2. Mahavidhyalaya has adopted modern methods for various initiatives like AAA and Green Audit, ISO 9001:2015.
3. IQAC encourages faculty and students to adopt innovative teaching and learning techniques.
4. Management system and educational organization audit, energy conservation audit, etc.
5. Various faculty development programs are conducted by the Mahavidhyalaya.
6. Mahavidhyalaya was also helped to identify its strengths and weaknesses through academic and administrative audits.

Concluding Remarks :

1. Mahavidhyalay puts a lot of effort into making sure that its student teachers become excellent educators.
2. Throughout the college's nine years of operation, professionalism, morals, and life skills have contributed significantly to its success.
3. A significant portion of the student body enrolled, and teacher training contributed significantly to the rise in the literacy rate.
4. Mahavidhyalaya fosters a strong sense of national and social responsibility in its students.
5. To encourage the observance of national holidays through activities that center around values.
6. Mahavidhyalaya is committed to providing high-quality programs that are geared toward today's youngsters.
7. Mahavidhyalaya is dedicated to achieving its aims and objectives in addition to upholding the organization's mission and vision.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes 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**
	
	    Answer before DVV Verification : B. Any 3 of the above
	    Answer After DVV Verification: D. Any 1 of the above
	  Remark : Input edited as the student induction program or teacher orientation program has only generic photos that does not have any relance to the event

1.2.1	**Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**
	
	  1.2.1.1. **Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**
	    Answer before DVV Verification:
	
	               (see table 1)
	
	    Answer After DVV Verification :
	
	               (see table 2)
	
	  1.2.1.2. **Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**
	    Answer before DVV Verification:
	
	               (see table 3)
	
	    Answer After DVV Verification :
	
	               (see table 4)

Table 1 (1.2.1.1 Before):

2022-23	2021-22	2020-21	2019-20	2018-19
190	194	175	185	181

Table 2 (1.2.1.1 After):

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

Table 3 (1.2.1.2 Before):

2022-23	2021-22	2020-21	2019-20	2018-19
190	194	175	185	181

Table 4 (1.2.1.2 After):

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

	Remark : Input edited as per supporting documents

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
88	0	0	0	0

Answer After DVV Verification :

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

Remark : Input edited as per data uploaded by HEI

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**

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

Answer After DVV Verification: E. None of the above

Remark : Input edited as no proof of self study provided either through time-table, library, computer lab or academic advise. Mentoring is not part of the metric

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:

2022-23	2021-22	2020-21	2019-20	2018-19
72	74	74	56	67

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
64	64	64	64	64

	Remark : Input edited as per the extended profile
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:

2022-23	2021-22	2020-21	2019-20	2018-19
17	18	14	6	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
11	1	1	1	0

Remark : Input edited as per data uploaded by HEI

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:

2022-23	2021-22	2020-21	2019-20	2018-19
4	3	6	6	0

Answer After DVV Verification :

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

Remark : Input edited as The details provided in SSR is not about ICT use by teachers

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..** 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** Answer before DVV Verification : 187 Answer after DVV Verification: 0 Remark : Input edited as the proof is placed in external domain which cannot be considered.

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**
	Answer before DVV Verification : A. Any 4 or more of the above
	Answer After DVV Verification: C. Any 2 of the above
	Remark : Input edited as per data uploaded by HEI
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
	Answer before DVV Verification : B. Any 4 of the above
	Answer After DVV Verification: E. Any 1 or none of the above
	Remark : Input edited as no proper evidence submitted
2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include**
	1. **Organizing Learning (lesson plan)**
	2. **Developing Teaching Competencies**
	3. **Assessment of Learning**
	4. **Technology Use and Integration**
	5. **Organizing Field Visits**
	6. **Conducting Outreach/ Out of Classroom Activities**
	7. **Community Engagement**
	8. **Facilitating Inclusive Education**
	9. **Preparing Individualized Educational Plan(IEP)**
	Answer before DVV Verification : B. Any 6 or 7 of the above
	Answer After DVV Verification: E. Any 1 or none of the above

	Remark : Input edited as none of the document supports the claim made
2.4.2	**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as** **1. Formulating learning objectives** **2. Content mapping** **3. Lesson planning/ Individualized Education Plans (IEP)** **4. Identifying varied student abilities** **5. Dealing with student diversity in classrooms** **6. Visualising differential learning activities according to student needs** **7. Addressing inclusiveness** **8. Assessing student learning** **9. Mobilizing relevant and varied learning resources** **10. Evolving ICT based learning situations** **11. Exposure to Braille /Indian languages /Community engagement** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : Input edited as none of the document supports the claim made
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** Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. None of the above Remark : Input edited as none of the document supports the claim made
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**

    Answer before DVV Verification : B. Any 3 or 4 of the above
    Answer After DVV Verification: D. Any 1 of the above
  Remark : Input edited as proof for written test are provided

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**
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: E. Any 1 or none of the above
	  Remark : Input edited as the proof provided do not reflect as evidence for the selected options

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**
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: D. Any 1 or 2 of the above
	  Remark : Input edited as per supporting documents

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

Answer After DVV Verification: E. None of the above

Remark : Input edited as the proof provided do not reflect as evidence for the selected options

2.4.9	**Average number of students attached to each school for internship during the last completed academic year** 2.4.9.1. **Number of schools selected for internship during the last completed academic year** Answer before DVV Verification : 90 Answer after DVV Verification: 5 Remark : Input edited as only 5 internship certificate provided.
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** Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: D. Any 2 or 3 of the above Remark : Input edited as per supporting documents
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** Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: E. None of the above Remark : Input edited as as empty forms does not signify the following of selected options
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**

Answer before DVV Verification : A. Any 4 or more of the above
Answer After DVV Verification: C. Any 2 of the above
Remark : Input edited as s.no3,4,5 has no supporting documents

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** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: E. None of the above Remark : Input edited as no proper documents 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 : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : Input edited as per supporting documents
3.2.1	**Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years** 3.2.1.1. **Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	1	4	0	1

Answer After DVV Verification :

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

Remark : Input edited as per the documents

3.2.2	**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years** 　3.2.2.1. **Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years** 　Answer before DVV Verification: {{TABLE1}} 　Answer After DVV Verification : {{TABLE2}} 　Remark : Input edited as per the documents

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	0	3	4	8

Answer After DVV Verification :

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

Remark : Input edited as per the documents

3.3.1	**Average number of outreach activities organized by the institution during the last five years..** 　3.3.1.1. **Total number of outreach activities organized by the institution during the last five years.** 　Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	3	2

Answer After DVV Verification :

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

　Remark : Input edited as Annul Megzing "SRAJAN", Jan Jagrati Rally, Shahid Diwas are not outreach activity with involvement of community.

3.3.2	**Percentage of students participating in outreach activities organized by the institution during the last five years** 　3.3.2.1. **Number of students participating in outreach activities organized by the institution during the last five years** 　Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	235	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
50	0	0	0	0

Remark : Input edited as per metric 3.3.1

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

4.1.2.1. **Number of classrooms and seminar hall(s) with ICT facilities**
Answer before DVV Verification : 5
Answer after DVV Verification: 1

4.1.2.2. **Number of Classrooms and seminar hall(s) in the institution**
Answer before DVV Verification : 7
Answer after DVV Verification: 7

Remark : Input edited as per the supporting documents

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

4.1.3.1. **Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37.11	4.09	1.68	4.90	6.52

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.14	00	00	00	1.00

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 : B. Any 3 of the above Answer After DVV Verification: E. None of the above Remark : Input edited as Delnet subscription is beyond the assessment period
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: E. None of the above Remark : Input edited as no proof of procurement available
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:
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)** Answer before DVV Verification : B. Any 3 or 4 of the above

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37.11	4.09	1.68	4.90	6.52

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.91	0.49	0.32	0.34	0.41

	Answer After DVV Verification: C. Any 2 of the above Remark : Input edited as per the supporting documents
5.3.2	**Average number of sports and cultural events organized at the institution during the last five years** 5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years** Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
12	18	5	22	22

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	3	3	3

Remark : Input edited as day celebrations cannot be considered.

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** Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: E. None of the above Remark : Input edited as per supporting documents
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**

Answer before DVV Verification : A. Any 6 or more of the above

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

Remark : Input edited as per the supporting documents

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.**

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	0	0	0

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
7	0	0	0	0

2.Extended Profile Deviations

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

Answer before DVV Verification:

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

84	93	84	96	83

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
90	94	86	95	83