



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

MAHATMA GANDHI T.T. COLLEGE

MANDAWAR ROAD MAHWA (DAUSA)

321608

mg-ttc.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Mahatama Gandhi T.T. College Mahwa is one of the leading co-education Teachers Training college in the specific region of Rajasthan situated at Mandawar road, Mahwa, District Dausa in Rajasthan. The college started its journey in 2008 with inaugural intake of 100 students in B.Ed. In 2017 college started integrated B.Sc.B.Ed. & B.A. B.Ed. with intake of 50 students each. The college spread in 1.013 acre. Its greenland and eco-friendly environment are the significant characteristics those reflects an eco friendly view. MGTT college is dedicated to providing a student centered approach to education, focusing on transparency.

The College is affiliated to University of Rajasthan, Jaipur and recognized by NCTE. The college is self financed and managed by the Governing Body namely ; with the Active support of founder member and Director Dr. Prahlad Sharma Ji.

The principle of college is to prepare very competent teachers with advanced teaching methods and technology as per the need of society and changing scenario, for Indian as well as global education system with professional attitude and also prepare socially responsible humans with human values to serve the society.

The college has robust infrastructure facilities, equipped including smart class and recording room .. The culture of college is sensitive towards environment and its' conservation that's why building of MGTTTC is surrounded by lush green gardens, installed solar panel on roof as alternative source of energy, vermi compost and waste decompose management system and rain water harvesting system are the evidences those shows college ethic - 'Sustainable Human Development'.

The college is also committed quality in functioning so various committees such as Curriculum Planning, Guidance and Counseling, Discipline Cell, Cultural Cell, Grievance Redressal Committee, Woman Cell, Sport Cell, Examination Cell, Alumni Cell, Anti-Ragging Committee, OQAC Committee, Research & Publication Cell, Library Cell, SC/ST Committee, OBC Cell, Minority Cell, Internal Complaint Committee, Mentoring Committee, Placement Cell etc. plays active role in decision making and implementation. Apart it MGTTTC is also registered as Participative Institute in Unnat Bharat Abhiyan, adopted 05 villages to encourage the engagement and connectivity with villages and pupil teachers

Vision

To prepare competent and ethical noble teachers for equipping the global need as well as to serve the society.

Mission

To prepare noble and professional capable teachers, the college shall strive to provide activity oriented learning programme for all the theoretical input and practicum suggestion to develop who's some personality with conductive changes in cognitive and psychomotor realms of the blooming teachers.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Effective and Supportive Management.
- Respective and Interactive classroom environment.
- Well infrastructure facilities with greenery.
- Rainwater harvesting system .
- Solar plant for energy requirement.
- Well ICT facilities with smart class and recording room.
- Rich library with books, reference books, journals, magazines etc.
- DELNET subscription in library.
- Well qualified teaching staff approved by the University of Rajasthan.
- Publication of monthly college magazine. magazine
- Emphasis on student centric education.
- Free coaching facility for Government examination in coaching run by /management Committee.
- Good mentor-mentee relation.
- Decentralize management and governance.

Institutional Weakness

- Lack of Financial grant.
- Lack of Research.

Institutional Opportunity

- Scope to develop add on courses.
- Scope to transfer as cluster with collaboration of Multidisciplinary Arts and Science Mahatma Gandhi college of same management committee.
- College has opportunity to get recognition of 2(f) & 12 (B) under section 1956 of UGC.
- The college has opportunity to get autonomous status.
- To evolve and implement new programs of Teacher Education.
- To get more alumni involvement and support.

Institutional Challenge

- Most of the students are from backward area so there is a challenge to apply new reforms of education system

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Mahatma Gandhi TT College is affiliated to University of Rajasthan (Govt. State University) and adhere the curriculum for B.Ed., B.Sc. B.Ed. and B.A. .B.Ed. decelerated by affiliating university. For the best implementation of curriculum the Curriculum Planning Committee of college prepares annual academic calendar before the beginning of session with the timeline of each curricular and co-curricular activity of and also monitors the strict adherence of academic calendar.

Following the academic calendar every teachers prepares course wise academic plan in their respective subject allotted in time table to him or her and submits it to the curriculum planning committee for the approval of Principal. Same as other committees such as Cultural and Literary, Games and Sports, Workshop and Seminar, Guidance and Counseling, Teaching practice and Internal assessment committee prepares their plan and submits to Principal for approval.

Academic calendar for curricular aspects sets the beginning and the time line of completion of syllabus for minimum 200 days as per Gazette Notification 2014 of NCTE. Meetings of Curriculum planning committee held time to time to review the curriculum progress in light of PLOs. All the teachers and student representatives and sometime alumni when available attend the meetings and gives their suggestions for resolve the issues find out in curriculum implementations. Problem of teachers and students if any for best outcomes.

Feedback on curriculum progress and implementation collected by IQAC analyzed and discussed in the meetings of curriculum planning committee and the action plan chalked out further.

Provided that the Program Learning Outcomes and Course Learning Out Outcomes are well defined and communicated to stake holders through prospectus, classes and institutional website and whole curriculum planning runs on path of achievement of PLOs and CLOs.

Enhancement of use of modern techniques including ICT is a primary objective of curriculum aspect of Institution in current scenario. Participation in co-curricular and Outreach activity is mandatory to each student for multidimensional development is an characteristic of curriculum aspect of institution.

Teaching-learning and Evaluation

The admission in the MGTTC does through Pre Teacher Eligibility Test organized by State Government of Rajasthan, for admissions in the Teacher Education Programs in recognized institution of Rajasthan State. The entire process is transparent and systemic. The Admission committee of the institution takes an entry level test to identify the different learning needs of students and their perception to undergo teacher education program. The admission in reserve category also allotted by the State Government as per the reservation policy. Students from diverse background such as Religion, Cast, Gender, Linguistic, Socio and Economic and Cultural etc. treated equally and gets opportunities equally. This reflects the inclusive environment and ideology of the Institution. To support the students from weaker section financial support such as free uniform, free or less rented accommodation or free transport facility in busses runs by governing body are provided.

The teaching learning process in the institution is student centric. A smart combination of ancient and advanced teaching methods such as Lecture, Demonstration, Project, Participative learning, Brain Storming, Group discussion and Seminar, Flipped class room etc. are used by teachers in their teaching. The college has well equipped ICT facility including smart class for teaching & learning, other than teacher educators student teachers are also encouraged to use ICT in teaching practice and in internship.

The internship program organized in three phases - Pre internship (orientation for Internship), Internship (In Govt. Schools by State Govt.) Post Internship (Feed back analysis of Performance of Interns during Internship),

The progressive performance of students and their professional and personal attributes are in the line of PLOs & CLOs .Continuous Internal Evaluation process is adopted to assess the performance of students as prescribed in the curriculum of the University. The Internal assessment process is systemic and transparent; the marks of internal assessment are communicated to all concern students before uploading on the website of exam portal of affiliating University.

Institution has well mechanism to resolve the grievances related to internal assessment. Grievance redressed Committee received the grievances related to internal assessment and put these in front of meetings preside by Principal.

Infrastructure and Learning Resources

Mahatma Gandhi TT College runs by Baberwad Siksha Samiti, Mahwa, Well Infrastructure and Instructional facilities available as per the norms of statutory bodies and the requirements for best learning outcomes. The college spread in 1.013 acre area and the built-up are is 4883.7 Sq. meter. 09 Classrooms out of 16 and multipurpose cum conference hall are ICT enabled facility. 31 computers and one smart class is available to enhance the use of ICT in academic purpose. The whole building of campus is Wi-Fi enabled and Hi speed internet facility for the use of academic purpose is available for the faculty members and students. CCTV cameras are installed in each corner of college building for proper monitoring of college campus and instructional facilities could be possible.

Well equipped laboratories as per the course requirement as physics lab, Chemistry lab, Zoology lab, Botany lab, Mathematics lab, Geography lab and as per the norms Art & Craft lab, Psychology lab, Games and Sports room, Computer lab, Recreational Centre are available to provide practical experiences to students.

The building of college is eco-friendly and surrounded with lush green gardens, Solar panel as alternate source of energy, rain water harvesting system are managed by governing body and jointly used by others institution are available. Indoor-Outdoor games facility, exercise and yoga centre and auditorium are available for student whole development.

Provided that ramp facility and lift facility is available to support the Divyangjan. Fire safety equipment are installed on each floor to save for accidents due to fire.

For regular maintainance of Physical and Academic Support facilitiesa of the institution monitered by the physical maintainance committee. Regular cleaning does by sweeper. The students divided in 06 houses. Each working day one house gets the responsiblity to moniter to moniter the cleaning and maintainance of academic suoor facilities. Maintainance does on regular basis.

Student Support and Progression

Mahatma Gandhi TT College believes in the whole development of its students. System of college always stands with the support for progression of students like , to make students competent in the professional skills and prepare them as successful professionals, a range of capacity building and skill enhancement programs such as career and personal counseling, Teaching planning, Micro Teaching and Teaching Practice, Training for effective communication skills and online teaching and assessment, Organization of Departmental Seminar is a part of curriculum planning to enable students competent in writing and presentation of Seminar Paper etc.

Physical Support facilities like Vehicle Parking, Separate common room for boys and girls, curriculum lab as recreational centre, First Aid and Medical Room, Transport facility, Book bank, Clean and RO water, Canteen, separate toilets for boys and girls are available, Ramp and lift facilities are the significant supporting system, so physically challenged students can also get equal opportunities for learning experiences.

Grievance redressal committees like Anti Ragging, Internal Complaint Committee, Sexual Harassment, Committees for SC,ST,OBC and Minority, Guidance and Counseling Cell etc. are exists and functional. Student representatives are also members of each committee and takes part in decision making. Student Council is active and takes part in decision making related to student support and progression.

Governing Body of institution provides additional financial support to students, as cheap rented accommodation in local area. Free transport facility in buses run by governing body of the institution. Placement cell organize placement derive for the final year students who want to place. Free coaching facility to preparation for competitive examination is also part of institution initiative for student support and progression.

Alumni Association is not registered but institution is planning to register it in future, after that the institutin has non registered alumni association with registered alumnis. After passing their program alumni become the part of association by filling registration form. Total 226 alumni registered yet. Alumni takes part in decision making and to support new students through career counseling.

Governance, Leadership and Management

The governance of the institution is an effective leadership and participatory mechanism. The vision of the institution ‘ To prepare competent and ethical noble teachers foe equipping the global needs as well as to serve the society.’ The institution practice decentralizes and participatory management. Right from the President of Management Committee, the Principal, teaching and non-teaching staff, students, alumni plays significant role in the building and functioning of college. Under the chair of Principal various committees are constituted and functioning to assist and support to IQAC. Each teaching and non-teaching staff gets the responsibility according to their strength and interest. Same as students and alumni are also the members of committees. All the members of various committees participate in decision making and functions of college which reflects a decentralized management system. Student council is functional and participate in decision making.

MGTTC maintains transparency in it's financial, academic and administrative process. The website of the institution is functional and updated all the important information are uploaded on website to view all stakeholders.

The academic and administrative plans prepare in the beginning of session and deployed effectively and

efficiently. The deployment of strategic plan is review and monitor by IQAC.

The functioning of institutional bodies is effective. The appointment and approval Teacher does through selection committee of affiliating University. Appraisal to teaching and non teaching staff provided as per the appraisal report of Principal.

The institution is self financed and no grant received from any funding agency but will try to get funded projects from govt. or non govt. agencies. Financial audit does by C.A.. Optimal use and mobilization of funds monitor by Management committee through Principal.

The IQAC of the Institution for quality enhancement in institutional functioning. Organization of National Seminar, Feed back from stakeholders and action taken as per the analysis of feedback, community engagement, academic planning and adherence , writing of SSR are the significant initiatives taken by IQAC.

Institutional Values and Best Practices

MGTTC is conscious towards environment as well as to society which reflects in the vision statement . For energy conservation institution has a stated policy. The exterior walls of building covered with red bricks and stones cladding and the building surrounded with green trees, these things maintain the interior of campus cool in hot days. The electrical appliances used are energy efficient. The solar system is installed on college roof as alternate source of energy and reflects the environment friendly value of college.

The MGTTC also adopted efficient mechanism for waste management . As waste management is the integrated responsibility of individuals and institution so institution has designed integrated waste management system. Big and different colours Dustbins are allocated on important corners of college. The students and staff members are strictly instructed to throw the biodegradable and non-biodegradable waste in proper dustbin. Biodegradable or kitchen waste dumps in compost pit of college to convert in manure. Paper and other waste sold to vendors for recycling. Some other waste moved to vans of municipal corporation. Water treatment system is available to recycle the waste water. The college has rain water storage system to conserve the water in Rajasthan.

The institution is situated in rural area and surrounded with greenery. To encourage save environment ethics in students they are encouraged to use bi-cycle. And the roads of college are pedestrian friendly. The campus is declared plastic free and the use of plastic in campus is punishable. Most of the information and communication does through digital mode by following the less use of paper to save environment policy.

MGTTC believes in the development of human values in its students and make them as socially responsible professionals . The college adopted 5 villages nearby location under Unnat Bharat Abhiyan – UBA. The faculty members and students visits in these villages and organize activities to leveraging local environment, knowledge and service. Blood Donation Camp, Aids Awareness Program, Nukkad Natak, Really , Slogan, Rangli in community are the examples of engagement with community.

The college adopted Woman Empowerment and organization of SUOW Camp as the best practices.

Research and Outreach Activities

MGTTC is a self financed Teacher Education Institution of Rajasthan. No any financial support or grant to private colleges given by State Government. The college did not get any funded research project by any Government or Non-Government agency but IQAC of college is planning to get funded foject in future to improve research culture in college.

The Management Committee provides support for research work. In 2023 the faculty and cordinator of IQAC, Dr. Neeraj Tiwari completed his Ph.D. He got procedural support like leaves for research work. College organized National Seminar to promote research attitude and competency of its teachers . Financial support to attend Faculty Development Program to 05 teachers is also provided by the college that reflects the eco system of college for research.

The institution also created eco-system for innovations and other initiatives , like brain storming, think tank, problem solving, projects etc. to identify possible and needed innovations. Curriculum lab of college used as recreational centre by students and teachers to support novel ideas. In this lab student teachers makes their modals or other Teaching Aids. Material used in this recreational lab is provided by the college. Various outreach activities as Aids awareness Program , Voter Literacy Program, Cleanliness Drive, Visit to adopted villages, Blood donation etc organized in the community in terms of influencing and sensitizing students to social issues and contribute to community development. Provided that rallies and competition by Election Literacy Club. work shop on Gender Sensitivity organized as part of National Priority Program and it was mandatory to each student to participate in these programs .

The college collaborates with various academic institutions for professional and social relevance. The collaboration includes training, internships, and student exchange programs with different schools. The institution also promotes institutional development, institution-community networking, and institution-school networking, which helps in creating a network of professionals and fosters a collaborative and supportive environment for research and academic development.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MAHATMA GANDHI T.T. COLLEGE
Address	MANDAWAR ROAD MAHWA (DAUSA)
City	MANDAWAR ROAD MAHWA
State	Rajasthan
Pin	321608
Website	mg-ttc.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mohan Singh	07461-9887803236	9667317951	07461-	mahatmagandhittcollege@yahoo.in
IQAC / CIQA coordinator	Neeraj Kumar Tiwari	07461-	9870763652	-	rasidpur123santosh@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Rajasthan	University of Rajasthan	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	26-08-2008	12	First recognition letter issued by NCTE on the Mentioned date validity is not mentioned in it

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	MANDAWAR ROAD MAHWA (DAUSA)	Rural	1.013	4883.7

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	B.Sc.B.Ed, Education, TEACHER TRAINING	48	Sr. Sec.	English, Hindi	50	50
UG	BEd, Education, TEACHER TRAINING	24	Graduate	English, Hindi	100	100
UG	B.A.BEd, Education, TEACHER TRAINING	48	Sr. Sec.	English, Hindi	50	48

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				27			
Recruited	1	0	0	1	0	0	0	0	23	4	0	27
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				11
Recruited	8	3	0	11
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				0
Recruited	0	0	0	0
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	4	1	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	20	2	0	22
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
		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	128	0	0	0	128
	Female	70	0	0	0	70
	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	20	19	21	20
	Female	12	15	14	13
	Others	0	0	0	0
ST	Male	19	18	22	27
	Female	15	26	25	22
	Others	0	0	0	0
OBC	Male	40	47	54	47
	Female	17	34	28	26
	Others	0	0	0	0
General	Male	39	5	2	9
	Female	17	7	8	13
	Others	0	0	0	0
Others	Male	10	11	14	11
	Female	9	18	12	12
	Others	0	0	0	0
Total		198	200	200	200

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Mahatma Gandhi T.T. College adopted the innovative changes addressed in Indian Education System in NEP 2020. The College is already runs B.Ed. Programme with multidisciplinary pedagogical subjects as Arts, Humanities, Science and Commerce. The college also offered B.Sc. B.Ed. and B.A. B.Ed. for science and Arts group students to complete their UG Degree with Integrated Teacher Education Programme. The College runs by Mahatma Gandhi Educational Society. The Society also runs Mahatma Gandhi College with UG and PG programme with Science and Arts stream. For the purpose of multidisciplinary/Interdisciplinary as per NEP an MOU is signed up between the Principal of both</p>
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	college for resource mobilization. Various discussion session with students and teachers were organized to develop an awareness about the objective of multidisciplinary in NEP 2020 .After declaration of NEP 2020, A Collaborative National Seminar on NEP 2020 was organized by Our institution with Mahatma Gandhi PG College for preparedness in implementation of Multidisciplinary/Interdisciplinary approach in light of NEP 2020.
2. Academic bank of credits (ABC):	Academic Bank of Credits conforms to the guidelines of the affiliating University of Rajasthan, Jaipur. The IQAC of college taken initiatives and the students are encouraged to register on ABC portal by creating digital account on govt. website. Orientation session was organized for the purpose and the whole procedure was demonstrated by concern incharge of the institute. Data of ABC Id of students was collected filled up in prescribed format in excel sheet and report of same had sent to The University. Students made aware about the significance and authentication of ABC Id and digital account and how the credits will scored in Choice Based In Credit System. Digital and Technical also provided by teachers as per the guideline of Principal to students in creating their ABC Id.
3. Skill development:	The Institute is a teachers training college and development of teaching skills in student teachers is a essential aspect of curriculum. Various teaching skill development program such as micro teaching, teaching practice, group discussion, seminar ,workshop, field visit are organized as per academic plan. Value added courses were also introduced to develop other skills of students. Many co curricular activities organized through out the year for skill development of student teachers of institution. Various labs and clubs like Art & Craft and Music lab., Curriculum Resource Centre, Games and Sport Club , Student Council Are available to support the students to uplift their life skills.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Regarding the integration of Indian knowledge system, college offers various opportunities to the students. In order to promote the local language, art and culture . Medium of Instruction is Hindi and English. The college is located in Mandawar Road, Mahwa District Dausa region of Rajasthan and the students arrived from different region are learn

	together. Celebration Indian traditional festivals, Group discussion, Promotion of local art and culture through co-curricular activities are the examples of The college efforts in appropriate integration of Indian Knowledge System.
5. Focus on Outcome based education (OBE):	The Institute focused on Outcome based education system. PLOs and CLOs are well defined and communicated to stakeholders through prospectus institutional website and through mentors. Academic calendar and course wise individual academic plan prepared by teachers to achieve learning outcomes. Curriculum planning committee monitors the curriculum planning and timely implementation. Academic calendar adheres to focus on outcome based education.
6. Distance education/online education:	The institution has been using online education even before pandemic. particularly during pandemic, not only teaching learning process but activities also conducted through different online modes. Every subjects google classroom are still in running phase. Students and faculties are encouraged to undergo MOOC courses every year. Such initiatives can be considered as steps towards the preparedness of NEP. It can be said that the Institute is proactively working towards implementation of the suggestions given in the NEP Guidelines.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
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, Election Literacy Clubs has been setup in the college. as below, Coordinator faculty - Co-coordinator Member Students Member Students Member Students Member Students
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	Various innovative programmes and initiatives undertaken by the ELCs to promote the participation of Indian Citizens to strengthen democracy. such as - voter awareness campaigns, on 27/09/2023, 01/11/2023 and 20/11/2023 was organized, in which Awareness Rally, Rangoli Making Competition and conversation with local voter to promote them to vote in assembly election were done. Slogan competition

<p>privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>and Oath taking on 25 November 2023 on the occasion of National Voters Day are included. Coordinators and members of ELC Club of the institution regularly attends the meeting of sweep activity organized by the District Administration and conducts the activities as per the guidelines of SWEEP.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>ELC of institution taken initiatives that the entire student knocked each door and encouraged the local voters to go the polling booth and give the vote. Contribution of ELC of Mahatma Gandhi TT College published in News Papers.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The registration of Voters derive was organised in the institution. Members of SWEEP of local administration came to college with registration form . The ELC of college held a meeting in conference hall and all the students above 18 years who are yet to be enrolled as voters in the electoral roll enrolled through filled the registration form.</p>

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
571	382	389	347	302
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
200	200	200	200	200
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
128	128	128	128	128
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
181	139	96	97	92
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
171	137	94	96	91
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
200	200	200	196	152
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
25	21	24	27	31

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
28	28	28	28	28

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
27.94	23.48	14.61	16.20	8.57

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

3.2

Number of Computers in the institution for academic purposes..

Response: 31

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:

Mahatama Gandhi T.T. College is affiliated to University of Rajasthan, Jaipur and follows the syllabus designed and declared by University of Rajasthan, Jaipur. The College constituted curriculum planning committee in association of IQAC for planning and reviewing the implementation of curriculum in local context. The committee conducts meetings and taken feedback of stakeholders for best planning and analysis of curriculum for best outcomes.

The curriculum planning committee prepare the academic calendar in the beginning of session with kept in mind for minimum 200 working days as per NCTE Gazette Notification 2014. The Academic calendar is uploaded on website of Institution and also displayed on notice board for proper adherence of academic calendar. Principal/HOD of time table prepare time table for each section course wise and teacher wise by following academic calendar.

Principal conducts meeting with all faculty members to develop strategies for effective implementation of curriculum as well as co-curricular and extension activities through activity & Committee allocation. Various committees like examination, Alumni Cell, Anti-Ragging Committee, IQAC Committee, Research & Publication Cell, Library Cell, SC/ST Committee, OBC Cell, Minority Cell, Internal Complaint Committee, Mentoring Committee, Placement Cell, Academic Planning Cell etc. are formed. Curriculum planning committee ensure effective implementation academic calendar and other committees ensure the implementation of all other activities.

All the mandatory activities for teachers training program as per curriculum such as micro teaching, teaching practice, criticism ,practical, midterm, sessional and assignments with date and duration mentioned in academic calendar and followed by concern incharges or committee for better educational outcomes. The declaration of date of Internship and allocation of students for internship program is done by State Govt. of Rajasthan but a tentative plan is prepared for it.

Academic calendar is prepared for one term which consist of various activities & events scheduled in a term. Activity wise Proposal, Agenda & Plan of Action is prepared with all details. Also after conduction of activities feedback is taken from students for improvements and activity report is prepared. Subject allocation as per teacher expertise and interest is done & time table for upcoming term is prepared & shared it with staff & Students.

In academic calendar; curriculum start date, syllabus completion date, Practice teaching dates, curricular,

co-curricular activities, value added courses, various club activities etc. are included and approved by Principal and shared with staff and students. For reviewing the curriculum delivery and timely implementation of curriculum feed back is collected by curriculum planning committee, analyzed and analysis report discussed with teachers in meetings.

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
Paste link for additional information	View Document

1.1.2

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

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

1. Faculty of the institution
2. Head/Principal of the institution
3. Schools including Practice teaching schools
4. Employers
5. Experts
6. Students

7. Alumni**Response:** C. Any 3 of the above

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

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 75

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
18	18	18	18	18

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
24	24	24	24	24

File Description

Document

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

Paste link for additional information

[View Document](#)

1.2.2

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

Response: 5

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
5	5	5	5	5

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

1.2.3

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

Response: 26.92

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
132	137	99	91	77

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

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
00	00	00	00	00

File Description	Document
Data as per Data Template	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:

Curriculum of the institution provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas. Various curricular and co-curricular activities followed by academic calendar organized for the purpose throughout the year apart from theory classes to acquire knowledge, micro-teaching practice conducts to make pupil teachers skilled in teaching skills. Practice of teaching and school internship provided them to demonstrate knowledge, skills, values and attitudes in teaching. Pupil teachers also get opportunities to enhance their abilities and skills in their interest areas in cultural, literary, games and sports activities in the institution one week cultural and sports activities week named Open Air Session prescribed in curriculum also organized every for final year students. Pupil teachers also that opportunities to groom their personality with social; values through social engagement activities like Swachh Bharat Mission, AIDS Awareness Program etc. Institutions also applied for Unnaat Bharat Mission As Participating Institution and adopted 05 villages to make pupil teachers social responsible citizens.

Through the teacher education program student teachers learn micro skills, various methods, models of teaching, techniques of teaching and apply this in practice teaching & Internship lessons as per their specific subject. The college has taken special efforts to integrate the cross cutting issues such as Gender discrimination, Environmental Education, Holistic development, ICT into the Curriculum. students are made aware about various cells like student's development cell, Competitive exam cell, Women Cell etc.. It enables and empower the student teacher to meet the requirements of the profession and face the challenges in it.

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

1.3.2

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

Response:

Unity in Diversity is the most significant value of Indian culture ,phylosophy as well as education system. 'Vasudev Kutumkam' is the soul of Indian Phylosophy. Mahatma Gandhi T.T. College respects the diversity of Indian society as well as International and familiarizes it's students with diversities in Indian school system. MGTT College provides an ethical environment to student teacher for adopting a very positive attitude and understanding about the diversities exists in schhol system through various curricular and cocurricular activities. Mentors guides the pupil teachers how to plan and present their teaching as per the individual differences in the class and how to cattern the needs of each individually different their student during practice of teaching. College made arrangements for linkage with atleast 10 local schools for practice of teaching where pupil teachers of the college gets opportunity to familiarize with the diversities such as language, cast, religion, culture, belifes, economical background and some time physical challanges in school system in India..

During Practice of Teaching pupil teachers of college become competent not only in teaching of a diverse class but also become skilled in assesment through different techniques whether individual stregnth and weakness of diverse class could be diagnosed for better educatinal outcomes. They also engaged in varius cultural activities and celebrations organized in govt. schools during internship to familiarize the diversity of students of different background.

In Mahatma Gandhi TT College admission of students does through Pre Teacher Elegibility Test (PTET) by State Government of Rajasthan. In the process of allotment Goernment agency allots the students for admission as per reservation policy of State Government That's why students belongs to different categories such as SC, ST, OBC, EWS, Divyangjan, Minority, Gen etc. comes together for Teacher Training Program offered by College on a singal plateform where the gets equal opportunities to

emphasis their competencies.

Apart it various curricular and co-curricular activities such as departmental seminar, discussion session on curriculum and functioning of different secondary education board like CBSE, RBSE, Cultural and literary program on /indian culture heritage, community engagement, participation in social activities etc. are the examples of MGTT's culture and functioning to sensitize prospective teachers towards the diversity of Indian School System as well as global so after the competition of Teacher Education they could become competent professional with a sensitive attitude to serve the society and respect and support the diversity of Indian School System and also become Global Teacher with a wide sense..

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

MGTT College offered Two year B.Ed. and Four B.Sc B.Ed. and B.A. B.Ed. program. The institution is committed to professional development of it's students As per the NCF for Teacher Education and followed the Curriculum of University of Rajasthan, Jaipur a wide range of curricular activities organizes as per the academic calendar so students can derive professionally relevant understanding and consolidate these into professional acumen.

Orientation session organized on the day of commencement of new session to provide a basic outline about the teacher education program and about the college and code of conduct.

In theory teacher educators of mgtt college use various teaching methods like lecture, demonstration, discussion , debate, role play, excursion, cooperative learning etc. in their content delivery in theory classes to provide a deep understanding about teacher education program. Pupil teachers gets opportunity to learn significant teaching skills through stimulus teaching by teacher educators, they practiced for particular teaching skills in peer groups during micro teaching practice.

Workshop organizes before the teaching practice to define teaching objectives and constructive approach of lesson planning in which pupil teachers acquire knowledge about how to make annual, unit and daily

lesson plans . The Practice teaching cell of college makes arrangements of linkage with local schools for practice of teaching. During practice of teaching student teachers demonstrate .the acquired teaching skills in consolidate manner. During teaching practice teacher educators facilitate students by supervising their presentation as per plan and puts suggestive comments for their improvement.

Pre internship sessions organized to trainee students for all school activities including teaching, participations in co-curricular activities, interactions with parents during parents teacher meetings in school, manage all school work during block teaching etc. students acquired knowledge and skills to identify student diversity and school problems by conducting case study and action research those are essential part of internship program.

Provided that various other activities like expert lectures, seminar, cultural activities, literary activities games and sports competitions organized through various committees of college for multi dimension development of pupil teachers which provides them professionally relevant understanding and consolidate these into professional acumen.

File Description	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: D. Feedback collected

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 94.8

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
128	128	128	128	128

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

2.1.3

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

Response: 10.55

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
30	27	23	20	00

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:

Mahatma Gandhi T.T. College is a Teachers Training College of State of Rajasthan and affiliated to University of Rajasthan. In whole Rajasthan State admission in teacher education programs does

through Pre Teacher Education Test (PTET) organized by State Government. Students gets admission after filling their choice as per their merit.

The MGTT College due to it's qualitative environment for teacher education program is the top most choice for B.Ed. B.Sc. B.Ed. and B.A. B.Ed. Program of students. That's why 100 percent seats are filled out every year. however entry of students is already does through state level test but an entry level test is also conducts by admission committee of the institution to identify different learning needs of students and their level of readiness to undergo professional education programme, as per their performance the student are categories in very good, moderate and below average levels, the performance of students is discussed in the meetings of curriculum planning committee and action taken through remedial classes, extra mentoring sessions, peer learning groups, guidance and counseling is also provided by experts and alumni to provide academic support to students.

We believe that each student is unique and has a potential to grow and improve as compare to their previous performances. After identifying their weakness and strength students are allotted to their mentors. Mentors take care the needs of their mentees to identify their present skill sets which they will require in their future professional life.

Provided that a talent hunt program is also also organized at introduction day of new session to identify the skills, weakness and interest criteria of each individual student a better platform for their exposure, personality and professional development could be provided to the student teachers of MGTT College.

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
Any other relevant information	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:** C. Any 3 of the above

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

2.2.3**There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students****Response:** As an institutionalized activity in accordance with learner needs

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

2.2.4**Student-Mentor ratio for the last completed academic year****Response:** 22.84**2.2.4.1 Number of mentors in the Institution****Response:** 25

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
Any other relevant information	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:

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 . Mahatma Gandhi T.T. College has designed a mechanized system for utmost learning for which the teacher educators extensively employ interactive and participatory approach in the transaction of their teachings for enhancing students' learning. The focus is on adopting multiple modes like experiential learning, participative learning, problem solving methodologies, brainstorming, focused group discussion, online mode through involving different activities and the college has also made policy upon multiple modes of learning.

Experiential Learning

Demo and Practice sessions for Micro teaching skills, Demo and Practice sessions for integrated teaching are organized in a simulated condition. Students are given opportunities to go in real classroom situations and do their Practice teaching under the supervision of their teacher Educators.

Students are taken for Field Visits to different places like community, project work, survey etc. so they can gain first hand experiences. Teachers conduct Mock Interviews with the students to prepare them for their placement sessions and instill skills related to facing an interview. Students are also assigned tasks to be conducted in the field for experiential learning like spreading digital awareness among people, creating eco clubs etc.

Participative learning

To ensure student centered learning, the institution organizes different guest lectures and workshops and also encourages students to organize class seminars, making teaching learning materials, organizing Exhibitions, participation in programmes both intra and inter college competitions etc to develop participative learning among all the future teachers.

Problem solving Methodologies:

To develop problem solving abilities of the students, opportunities and proper guidance is given to the students to conduct action research and case study during the internship as a part of their curriculum. Through this the students learn new knowledge by working on different problems. Here students get opportunities to observe, understand, analyze, interpret and find solutions to the problems.

Brainstorming:

Different individual and group activities like essay writing, poetry writing, and elocutions, writing scripts TV or Redio lesson are conducted with the students to express their thoughts and motivate them to generate ideas of their own. This practice is also adopted by teachers in the classroom teaching and also in pedagogy subjects so that teacher trainees also learn how to use this as a method in their teaching.

Focused group discussion

Teacher educators teach through a lecture cum discussion method in class so that students can enhance their learning by contributing their thoughts and knowledge in the class. In the discussion sessions students are the active members of the class environment and they are monitored by the teacher facilitating an aura of a healthy discussion.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	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: 5.47

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
07	00	00	00	00

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: 26.8

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

Response: 153

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Data as per Data Template	View Document
Any other relevant information	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
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

2.3.5

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

Response:

MGTTTC has provision for continual mentoring for the students studying in the institution. For this the college has established a Mentor Mentee committee in which the student and the teachers work together for providing continual support to students for developing their academic and professional abilities. In this regard efforts are made by the mentors in different aspects:

WORKING IN TEAMS

As team work leads to attainment of growth and success. Thus, efforts are made by the mentors to develop student's capabilities of working in teams. Guidance is provided to students like:

- Developing students' listening and speaking skills.
- Having positive attitude towards things
- Focusing on strength of team members
- Show gratitude
- Accept and Appreciate differences
- Sharing Responsibilities with colleagues

It is expected practicing all this in professional life will lead to effective team work by the students.

DEALING WITH STUDENT DIVERSITY

Being future teachers, it is very important for students at Mahatma Gandhi T.T. College Mahwa that they should know how to deal with student diversity in actual classroom environment. Thus Mentors suggest different ways to deal with student diversity:

- Divide students into slow, moderate and fast learners
- Provide remedial classes to weak students

- Provide additional support to moderate learners
- Provide enriching material to fast learners
- Engage students in Collaborative task

CONDUCT OF SELF WITH COLLEAGUES AND AUTHORITIES

As it is essential to have a decent relationship with colleagues and authorities at work place, mentor guide the would be teachers for the same:

- Respect people.
- Find a way to get along with everyone at workplace.
- Practice good etiquettes while communicating with colleagues and authorities.
- Practice good etiquettes related to personal hygiene.
- Be kind to colleagues.

BALANCING HOME AND WORK STRESS

Being in any profession brings lots of responsibilities along with it. After completing B.Ed. programme the student's enter schools and it brings lots of challenges to adjust home with work. Lots of stress of maintaining balance between the two is a common issue. Thus the students' does not suffer with any of such stress. Mentors at MGTTC work for the welfare of students 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 oneself updated with recent developments in education and life is very important for intellectual development. Thus mentors of MGTTC motivates students to:

- Read Educational journals, magazines, blogs etc.
- Search for websites which provide more specific topic oriented articles
- Follow the news in the world
- Attend different Seminars and Conferences
- Guiding students for use of computers

Thus, Mentors at MGTTC maintain a cordial relationship with the Mentees and are always inclined to help in developing the professional capabilities of their students.

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

2.3.6

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

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**
3. **Discussion on recent policies & regulations**
4. **Teacher presented seminars for benefit of teachers & students**
5. **Use of media for various aspects of education**
6. **Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: C. Any 3 of the above

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

2.3.7

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

Response:

The teaching learning process at Mahatma Gandhi T.T. College focuses on nurturing creativity, innovativeness, intellectual and thinking skills, and empathy and life skills among students. Teaching pedagogies have been modified over time to facilitate holistic development of students. Different tasks are assigned to students on a continuous basis and teachers encourage students to think divergently.

CREATIVITY

Creativity is a phenomenon whereby something new is formed; it involves transforming the ideas and imagination of students. In this direction students are given opportunity to enhance their creativity:

Case 1:

Students create teaching learning materials related to their teaching methods under the guidance of their respective teachers. The different forms of TLMs prepared by students are charts, models, working models, posters, PowerPoint presentations to enhance their teaching abilities. Here the student and teachers work together in selection of the appropriate TLM's on different topics, and students prepare the same using their creative ideas.

Case 2:

The pedagogy courses offered in B.Ed. and Integrated involve the development of creative and innovative lesson plans. Teachers make the students aware about the different Models of Teaching and 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 Concept Attainment Model, Inductive Thinking, Advance organizer, Brainstorming, role plays, dramatization, etc.

INNOVATIVENESS

Innovation in Education encourages teachers and students 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.

Case 1

Students at Mahatma Gandhi T.T. College to boost their innovativeness get opportunities to celebrate important days like Human Right Day, Women Day, International Tobacco Day etc, here the teachers and students come together to innovate something and present it before people through the means of Social Media to create awareness in people.

Case 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 Mahatma Gandhi T.T. College make efforts in this direction of developing these skills through different tasks.

Case 1

Through the practical course of Drama & Art in Education students at Mahatma Gandhi T.T. College 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 students 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.

Case 2

To enhance the intellectual skills of student's teachers at Mahatma Gandhi T.T. College focus on making the students learn the concept of designing Concept Maps. Here the teachers make the students aware about the different types of concept maps by providing examples from different subjects. After having an orientation on this the students were motivated to participate in Inter Institute Competition on designing a Concept Map and its uses in teaching learning at Rajasthan University, where our students bagged first prize in Hindi and Social Science subject.

EMPATHY

Empathy involves experiencing another person's point of view, rather than just one's own. Empathy helps us cooperate with others, build friendships, make moral decisions, and intervene when we see others in trouble.

Case 1

The Practical course of "Understanding the Self" in the B.Ed. courses at Mahatma Gandhi T.T. College provide teachers an opportunity to develop sensibilities, disposition, and skills that will later help them in the personal growth of their own students while they teach. The activities involved like understanding themselves in relation to their students and classroom situations, studying the issues of adolescence, studying case studies of different children who are raised in different circumstances. All these activities are done by the student teachers under the guidance of teacher educators to develop the sense of empathy.

Case 2

The curricular activities at Mahatma Gandhi T.T. College provide an opportunity to visit any government/non government 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 is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life.

Case 1

Mahatma Gandhi T.T. College in association with Hurtfulness Institute organized a Workshop on Stress Management. The workshop focused on relaxation techniques and made the students learn how a sound mind helps to deal with our stress at our 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.

Case 2

Learning to protect our own bodies, creating strong personal boundaries, self defense and personal safety is something that's absolutely necessary in today's world. In the same reference Mahatma Gandhi T.T. College organized a work shop on audio visual aids workshop on.

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

2.4 Competency and Skill Development**2.4.1**

Institution provides opportunities for developing competencies and skills in different functional

areas through specially designed activities / experiences that include

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

Response: C. Any 4 or 5 of the above

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

2.4.2

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

1. Formulating learning objectives
2. Content mapping
3. Lesson planning/ Individualized Education Plans (IEP)
4. Identifying varied student abilities
5. Dealing with student diversity in classrooms
6. Visualising differential learning activities according to student needs
7. Addressing inclusiveness
8. Assessing student learning
9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations**11. Exposure to Braille /Indian languages /Community engagement**

Response: C. Any 4 or 5 of the above

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

2.4.3

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

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

Response: B. Any 3 of the above

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

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: C. Any 2 of the above

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

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: C. Any 3 of the above

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

2.4.6

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

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

5.Executing/conducting the event**Response:** A. All of the above

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

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

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

Response: B. Any 3 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:**

Internship programme is systematically planned with necessary preparedness..

Response:

- 1.Selection/Identification of schools for internship: Participative/on request:**

It is done by keeping in view the following parameters and on request to the schools:

- Subjects of the students are kept in mind while selecting the schools and it is well-oriented & guided to both schools and students.
- Accessibility of the schools for students is another focused parameter, for which choices from the students are taken.
- The student's medium of instruction (Hindi/ English) is considered too before assigning practice teaching school.
- Student teachers school Govt. higher school as their choice.

2.Orientation to school principal/teacher's:

- MGTTC Principal and Head of Department make one-to-one conversations (oral and/or email) with the school Principal and teachers, and inform them about the activities that are needed to be performed by the internees.

The lists of activities are shared with the school principal through email.

3.Orientation to students going for an internship:

Following methods are used for orientation of the students towards internship:

- Students are informed about the school's requirements within the school.
- Guidelines are given to students for their apt behavior with school authority, students, parents and dress-codes as a part of their teaching practice.
- Students are informed about various school curricular and co-curricular activities that they have to perform during internship, and the necessary resources like teaching aids etc. to conduct these activities.

4.Defining role of teachers of the institution:

The college defines roles of teachers in the following manner:

- On the first day of the internship in the school, pupil teachers are oriented by the school coordinator and college teacher.
- Teachers provide valuable exposure on the internship by ensuring regular checks by visiting the school.
- Student's doubts are discussed with the school and a smooth flow is ensured by the teachers

5. Streamlining mode/s of assessment of student's performance:

The training program formally assessed for each of the intern throughout the internship in the following ways:

- Regular visits are done by different teachers to the schools for the observation and checking of the lesson plans.
- Peer observation is another part of assessment whereby the peers will assess and look after their co-teachers and suggest them for improvement.
- Internees record their scheduled activities in the "Engagement with field" (EWF) file and it is properly checked by the college faculty with suitable remarks.
- Exposure to variety of school set-up.:
- Efforts are made to provide the most diversified and finest mode of learning to students by

- providing them a changed and new school environment every time they go for an internship.
- MGTTC tries to provide government & Public schools for students internaship.

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

2.4.9

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

Response: 1.33

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

Response: 136

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
Any other relevant information	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: C. Any 4 or 5 of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

Pre – Internship Phase

On the occasion of beginning of new session an orientation program is organized for two or three days. In this program students presents their views towards teaching profession and also discussed that why they want be become teachers and why they have chosen teacher education program such as B.Ed. B.A. B.Ed & B.Sc. B.Ed. as their professional course. A path way is laid during the induction program to induce the teacher behavioral components. Everyday assembly is a platform for reading and reflecting on teacher’s role and responsibilities to inculcate the fundamentals of this career towards the society. The initiatives are deliberate efforts to align them in to teaching profession.

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

2.4.12

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

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

(* ‘Schools’ to be read as “TEIs” for PG programmes)

Response: C. Any 2 or 3 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: D. Any 1 or 2 of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 91.43

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

2.5.2**Percentage of fulltime teachers with Ph. D. degree during the last five years****Response:** 31.25**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

Response: 8

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

2.5.3**Average teaching experience of full time teachers for the last completed academic year.****Response:** 3.84**2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed academic year**

Response: 96

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:

Teachers at Mahatma Gandhi T.T. College put efforts to keep themselves update professionally. Various in house discussions are done in the institution. In these types of discussions all the faculty members take

participation actively. Topics for discussion are selected among latest development in education and issues in education. Different policies and regulations are issued by the government and in the same reference teacher at Mahatma Gandhi T.T. College aims at discussing them with each other to keep them updated. The purpose of in house discussions on current development and issues in education.

- To make themselves aware about recent changes and development in education system.
- To create awareness regarding issues of policies and regulations.
- To strengthen the base of students according to change in system.
- To get ready for changes in education system.
- To provide solution of queries related to different issues and challenges of the education system

To make the teachers aware about the changes going in the education system, Teachers at Mahatma Gandhi T.T. College

conduct discussion sessions on recent policies and regulations which are issued by the government at regular intervals. Thus, efforts are made in this direction to remain updated with the scenario. The different policies which have been discussed in past are Right to Education Act, Technology in Education, Gender issues in Education, Draft of NPE etc.

Through the discussions on recent policies among teachers they felt more confident as they are aware about the educational issues and policies. The queries of the teachers are solved related to different policies; it increases teacher's interest to know more about the recent trends in education.

Teachers at Mahatma Gandhi T.T. College also share information with other teachers about policies and regulations on regular basis. Information is also shared with other institutions during exchange programs regarding changes in education system. Terms of discussion of policies and regulations have been mentioned in the MoU's. Efforts have been done by all institutions to increase discussion on education system.

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

2.6 Evaluation Process

2.6.1

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

Response:

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

Response:

Continuous Internal Evaluation (CIE) of Students' learning is in place in the Institution.

Response-

Mahatma Gandhi T.T. College runs through a well placed mechanism and adopts those rules, regulations and policies which further contribute to Continuous and Comprehensive evaluation of students throughout the session. MGTTC has adopted the following measures to maintain the quality of Internal Assessment-

1. Students' attendance is reviewed periodically and the students, reporting short falls are informed.
2. Under the formative approaches teachers generally assign marks or grades to the students on their assignments, files, co-curricular activities and their regularity in the classroom is being monitored.
3. The records of the students are maintained by the faculty and they are assessed on the basis of their performance in curricular as well as co-curricular areas.
4. Internal assessment is done for all students as per the university criteria.
5. Cumulative records of student's participation in various activities are maintained.
6. The faculty is personally involved to help the students to prepare the assignments corrections and modifications are constantly done.

A variety of measures are adopted to ensure right internal assessment –

1. Internal examinations are held at the midsession of each year. The college keeps a close watch on the regular and timely conduct of Internal Examination. MGTTC views the Internal Examination process as a viable force to generate the best learning outcomes. That's why no delay has been experienced in adhering to the declaration of examination results. The answer sheets are shown to the students and adequate verbal or written feedbacks are provided bilingually.
2. Class test-The College faculty evaluates the presentations made by the students as part of the internal evaluation process. Continuous evaluation is done through testing of skills developed. The written/oral test is taken by the faculty after the completion of each unit.
3. Assignments, Presentations and Activities-Teachers are given free hand to design their own evaluation methods in this category, whereby students are encouraged to participate in interactive sessions, group discussions, PowerPoint presentations, projects and assignments. Students are also encouraged to apply the theoretical concepts taught in class to real life situations/problems through these projects, assignments etc. Curriculum has enough opportunities to enhance skills through Practical Sessions planned in -

EPC-1, EPC-2, EPC-3, EPC-4

and practice teaching planned in-

Micro-Teaching and Final Teaching

Students are given the opportunity to improve upon their performance through tests and one to one discussion during the classes.

According to individual needs of the students, sometimes personalized and individual attention is provided, especially for students who face difficulty in learning. Remedial classes are also offered in various subjects to provide additional help.

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

2.6.2

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

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

Response: C. Any 2 of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

Mechanism for grievance redressal related to examination is operationally effective

Response:

Mahatma Gandhi T.T. College Mahwa has a well formed Examination Cell 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.

Grievance Redressal Cell

Examination Cell 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 Cell. The grievances of students are communicated through the mentors and the faculty members as well. It is taken up for initial consideration by the Class Mentors and then the Redressal Cell. 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 loopholes or dissatisfaction. Types of Grievances dealt by the examination committee are-

Pre-Examination Grievances

- Not getting admit card 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

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document

2.6.4

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

Response:

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

Response:

Before the commencement of the academic year, the Institution prepares and publishes Academic calendar' containing the relevant information regarding the teaching learning schedule (working days), various events to be organized, holidays, dates of internal examination etc. The academic calendar is prepared so that teachers should know all the activities regarding continuous internal evaluation process and also displayed in the Principal's office. The students academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work and examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of Internal Assessment Process, Examination committee is formed at the college level which monitor overall internal assessment process.

The examination committee, send the information to the University about the students who are appearing for the examination. After receiving enrolled list of the students' by the University, the college prepares seating arrangement charts, list of invigilators etc. The record internal assessment is maintained at the college level.

Every department has to submit the compliance of the academic calendar as part of their annual submissions. In addition the internal audit conducted which ensures the compliance to verify with documentary evidence.

The process is as follows:

Teacher: Every teacher is assigned the subjects to be taught during the academic year. The teacher plans the teaching and evaluation schedule of the assigned subject. The type and schedule internal evaluation is planned in consultation with the Principal.

The Principal compiles the academic plan submitted by the teachers and ensures that there is no overlapping of the activities in general and the Continuous Internal Evaluation in particular at both the

internal as well as the University level then the Academic calendar is forwarded to the IQAC. The decision regarding dates for conduct of assignments depends on completion of syllabus, mid- Session breaks, gazette holidays as well as other planned activities of the college such as the 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 (CLO) are aligned with the vision and mission of Mahatma Gandhi. Mahatma Gandhi T.T. College 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 Rajasthan University in describing the knowledge, skills and competencies that students are expected to acquire during B.Ed. and integrated Program. Mahatma Gandhi T.T. College works 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. / Integrated:

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 college
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 college 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

Mahatma Gandhi T.T. College 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
Any other relevant information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 97.36

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
171	137	94	96	91

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:

The College offers a B.Ed. programme with clearly defined outcomes. Programme Learning outcomes and course Learning outcomes are in sync with each other.

The college has a well planned and systematic process of collecting and evaluating data on programme and course learning outcomes and uses them to overcome the barriers to learning.

Measurement tools such as seminars, tests, group discussions, and assignments are used to assess student learning outcomes. It is used by the college to overcome learning obstacles.

As per Continuous assessment, depending on the course style, several methods for continual evaluation include class tests, seminars, and assignments.

The students of the college provide inputs on drawbacks, limitations and merits in teaching and learning. Feedback is also collected to assess the performance of the faculty members.

Student Welfare Cell of the college helps in resolving students' problems – academic, psychological etc. supporting them to attain the programme outcomes.

Different ways in which the students and staff are made aware of learning outcomes are as follows:

- a) Teachers plan those learning activities in the subject class that can motivate learners to analyze their learning outcomes.
- b) The results of each academic year are analyzed thoroughly by the Principal with the HOD, who in turn

discusses them with the teachers.

c) The names of meritorious students are prominently displayed to encourage new learners to work in the right direction.

d) Such meritorious students are felicitated for their performance during Annual day.

e) The intended Learning outcomes of other co-curricular and extracurricular activities are also communicated to students from time to time in classes also so that they understand the importance of developing an all round personality.

f) Winners of cultural and Sports events are awarded prizes.

Information about student learning is assessed through both direct and indirect measures. Direct measures may include homework, quizzes, exams, reports, essays, research projects, case study analysis and other performances. Examples of indirect measures include course evaluations, student surveys, course enrollment information, alumni surveys and school placement rates.

Approaches for measuring students' learning

Summative Assessments - tests, assignments and other course activities that are used to measure student performance. They often reveal what students have learned at the end of a unit or the end of a course. Within a course, summative assessment includes the system for calculating individual student grades.

Formative assessment – any means by which students receive input and guiding feedback on their relative performance to help them improve. It can be provided face-to-face in 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: 100

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

Response: 181

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:

Mahatma Gandhi T.T. College focuses on identifying the needs of learners at entry level. So that students 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 students reflects their initially identified learning needs are as given below:

Examples

1. Anju Mathuriya from batch 2018-2020 was not good in the curricular activities. At entry level she did not participate in talent hunt also. She was provided with mentoring sessions to motivate to take part in the co-curricular activities. After mentoring she participated in many activities.
2. Apoorva from batch 2018-2020 was a moderate learner at the time of entry level. She got 60% in graduation. She was moderate learner. She was capable of doing better. She was guided in mentoring session. She scored very well.
3. Saroj Kumari from batch 2019-2021 was not interested in taking part in co-curricular activities. She was afraid of speaking in front of other students during talent hunt. So, she was prepared during mentoring session. After that she performed in different activities.
4. Seema Kumawat from batch 2019-2021 was a moderate learner at entry level. She was not able to write appropriately that is the reason she was not able to get good marks in graduation. She was at 56.33%. Now she performed very well. Lesson plans written by her are really showing improvement in her performance.
5. Kanta Bairwa from batch 2020-2022 was not interactive in the class at entry. She was a passive listener in the class according to teachers. Teachers gave special attention to such students and work on such issues. She turned out to be a active patrician in the class.
6. Sapna Gurjar from batch 2020-2022 was a slow learner at entry level. She got 49% in her graduation. She did not perform well in diagnostic test and learning readiness test conducted at entry level as well. To cater the needs of Anjali , she was provided with remedial classes, notes providing etc. She got very good marks in B.Ed. course.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.82

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:** C. Any 2 of the above

File Description	Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	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
Details of reports highlighting the claims made by the institution	View Document
Link for additional information	View Document

3.2 Research Publications**3.2.1**

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

Response: 0.16**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
1	3	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
Any additional information	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
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: 2.4**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
04	03	0	03	02

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: 63.28****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
381	339	0	296	244

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
Link for additional information	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: 40.33

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
381	136	0	141	145

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:

Response

The college organizes outreach activities in the community with active participation of students in various fields (Education, Health Awareness Programme, Current social issues, Women empowerment, Environment conservation etc.).

Awareness Programmes and rallies

Students conducted awareness programmes for publish health problems for environment conservation, female health care, Human right, right to vote etc.

The college organizes rallies especially nearby the college colonies to make the public aware about the issues of social importance. The students were involved in the programmes Like Rallies, Surveys, Prabhat Pheri, Swachh Bharat Abhiyan etc.

Contribution in Literacy

Some programmes were conducted to educate the people resident nearby the college. The students were give a project to educate children residing in the colonies. The concept behind this was to reach the maximum number of children with help of our students and educate them.

Nukkad-Natak, Speech & other activities

Students tried to make aware about right to vote, pollution free environment, Human right, conservation of water, violation, corruption and literacy by Nukkad Natak.

Survey on social issues

It is more important to know opinion and status of the public on matters of social issues. Students conducted survey to study the tobacco consumption and education level.

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: 1

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
1	1	1	1	1

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

3.4.2

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

Response: 0

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

File Description	Document
Data as per Data Template	View Document
Link for additional information	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:** D. Any 1 or 2 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
Link for 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:

4.1 Physical Facilities

The college has adequate physical infrastructure for teaching learning. The following facilities are available in the college as per NCTE norms to run B.Ed. (2 year) B.A. /B.Sc. B.Ed. (4 year) and D.El.Ed., Classrooms, laboratories library with reading facilities, ICT resource centre curriculum lab., Psychology lab., Health & Physical cum sports resource centre, Staff room, Common room for boys and girls seperately, Principal office, multipurpose hall etc.. The college has 4100 sqmtr total land area and 4883.7 sqmtr built-up area.

Class Rooms:-

The college has 16 class rooms, one multipurpose hall, one smart room that supports the teaching leaning process. The campus is fully Wi-Fi enabled. Students use ICT facilities in attending seminar, presentations, preparing technology enabled lesson plans and become competent.

Library:

The college has one library with reading facility processes an integrated library measurement system that helps in maintaining the records of the books and journals. The library equipped DELNET, 5 computers with internet Wi-Fi, printer and photo copier.

Laboratory:

Curriculum laboratory available in the college consist of psychology, mathematics, Science and Social Science laboratories. Computer lab (ICT) is equipped with the software and internet connectivity to make the students proficient in computer applications and make competent.

Equipments:

In the science and mathematics laboratories are equipped with variety of equipments that students use to perform experiments on their own. Social Science & Psychology labs. are also well equipped with charts, models, materials and psychological tests to know the different behavior of the persons

Computing facilities:

Computer laboratory is well equipped with the updated MS Office software. Each faculty has a separate

desktop with a facility of Microphone webcam and speakers for offline classes.

Art & Craft Resource Centre and Teaching learning resource center for work experience: It provides students to encourage arts practices and develop aesthetic value.

Girls Common Room: It provides female students a place to relax, study, and have informal discussions in free time available.

Health & Physical cum sports resource centre and sports field: To support sports and health activities in the centre indoor games like carom board, chess, table tennis and more other equipments, tools and kits are available. One sports field for outdoor games is also available ad joint the campus also available to support sports activity.

In the college a fitness centre also available develop more strength and stamina.

Canteen: The college canteen provides hygienic fast food, tea, coffee to students and staff.

Parking area: The campus has a parking area to accommodate two wheeler and four wheeler vehicles at the main gate away from the classroom keeps minimize the pollution.

Ramp: Ram and lift facility is also available for differently abled persons.

Beauty & make up room: Students use is at the time of cultural activities.

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

4.1.2

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

Response: 27.78

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

Response: 05

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

Response: 18

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

4.1.3

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

Response: 29.81

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
3.07	7.34	7.44	4.12	5.10

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:

Response: The library of college is rich with number of books, reference books, journals, encyclopedia, magazine, newsletter etc. the Library is partly automated as integrated library management system (ILMS) name of the software is E-pathi- version Supports to students and faculty members to get information regarding the books or other study material available in library on signal click. The college offers a partly automated library and process and integrated library management system (ILMS). The software provides a very user friendly interface for session documents in the library and their issues

status. The software is time saving and assist in smooth functioning of the library the details of library facilities are:-

In other way library can be called automated because it also has subscription of DELNET The college library is Wi-Fi enabled and has a sitting of 50 student consist of provision to enable student to access information for their academic pursuits throw internet and e resources additionally for computer have been installed for the students library is located underground of the campus with a total area of 97.54 Sqmtr.

Library Automation:-

1. Name Of ILMS software: E-pathi

2. Nature of automation: Partially

3. VERSION: 4.1

Feature of DELNET

1. Web Address:- <http://www.delnet.in>

Login:- rjmgttcd

Password:-mgtt10076

Inter library login Password is "rjmgttcd lib"

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

4.2.2

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

Response:

Response: Institution has remote access of DELNET which students and teachers use frequently. All the students and faculty members provided Id and password of subscription of DELNET and encouraged to frequently use of the same to enhance their knowledge in global scenario:-

At Mahatma Gandhi T.T. College library is automated by using the integrated library is automated system (ILMS). We have installed auto Library management software (New version) on

14/08/2023. The library of the institute is automated by using the Integrated Library management system (ILMS) Auto lib Library management software use for library Automation.

Although our Institution is not recognized as a place of research center, the library of the institution has a good number of reference books research Journals, periodicals and important educational documents. With this our institution focus on the areas teacher Education, secondary Education, curriculum development, science Education Social Science education etc are Prioritized by the institution.

The inexhaustible resource of text and reference books , journals , encyclopedias news papers and magazines , e – links of library highlights the importance of knowledge preservation and dissemination.

S.No.	Name of item	Number
1	Books	7428
2	Titles	1066
3	Encyclopedia	12
4	Journals	12
5	Magazines	3
6	News Papers	3
7	Computers	5
8	Photo copier/ Printer/Scanner	1
9	Library links with website and INFLIBNET	www.delnet.in

The materials available in the college library are provided to the PTs and the teachers. They find out relevant contents for their own use.

PTs frequently use audio – visual aids, reference books encyclopedia dictionaries and published material throughout the year.

Flexibility is in built in the selection of the subject prescribed by the University.

All PTs have to study five papers/subjects (three of these are compulsory, two are methodology paper or subject studied by the PTs at the qualifying examination level and seventh paper is elective related to the contemporary issues of education and the PTs are free to opt out of the nine options). The library is equipped with 05 computers , printer, scanner , photocopier and internet facilities which help PTs in accessing information.

Mahatma Gandhi T.T. College is equipped with well organized and rich library is equipped with well organized and rich library having facility. It provides book to the needy students whenever they require. During working days of the college, the library remains open from 10:00 Am to 4:00 PM. During the examination period, PTs are extended reading room facility from early in the morning and to evening.

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: C. Any 2 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
Link for additional information	View Document

4.2.4

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

Response: 4.99

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
6.41	6.01	5.68	5.68	1.19

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
Link for additional information	View Document

4.2.5

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

Response: 1.05

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: 120

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: 122

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: 126

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: 129

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: 127

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: D. Any 1 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

Response:

It is essential for the students to learn and master the latest technologies in order to be corporate ready. As a consequence, teachers are comber technology with traditional modes of instruction to engage students in long team learning. College uses Information and Communication Technology (ICT) in education to support, enhance and optimize the delivery education. The college has good IT facilities available for teaching learning, research and administration. The institute has spacious fully equipped lecture halls it provides the students with first how experience.

MGTT College has computer / ET resource center having 80 computers. It has internet facility for the faculty and PTs which is used under the supervision of faculty in charge the internet access is given free of cost to all the PTs during the working hours / days. The PTs opting for the Information Technology in education have to perform computer practical in the lab. MGTT College has ET resource center with is equipped with audio – visual facilities like cassette player TV. DHP, DLP projector, computers, CD. Rooms CDs etc. as teaching learning aids. The PTs frequently use the equipments of the ET resource center and are allowed to take them to respective schools for practice teaching.

Mahatma Gandhi Teachers Training College provides ample opportunities for Pts to acquire skills for using ICT in curriculum transaction process. Major skills to be/ being acquired are as under.

Using computer peripherals like printers Scanners projectors etc.

Preparing computer assisted instruction or project based learning on power point. Using software skills to instructional processes and spreadsheets to solve, analyze and represent data's on charts.

Access Internet, retrieving information, Using INFLIBNET, consulting e- libraries, sharing ideas through e-mails.

PTs make use of technologies for their lesson plan on power point. Almost every B.Ed. PT prepares lesson plan /project based lesson during teaching practice in the schools as well as in the simulated teaching.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 18.42

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View 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
Any additional information	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: C. Any 2 or 3 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document
Link to videos of the e-content development facilities	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1****Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)****Response:** 27.98**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
8.13	3.44	4.66	5.60	3.58

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
Any additional information	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:

Response:-

The college has a very well system for maintenance and utilization of all its physical and academic facilities.

Classroom Management: The class rooms are well equipped with furniture, White Board,

Internet, CCTVs installed in each classroom to make sure to the security of all students, teachers and equipments. One Smart Class has Smart Board (Digital Board), speaker Camera, Microphone etc.. 5 classrooms has LCD Projector, White Screen, Computers and internet connection. Annual maintenance has system about repairs and replacement.

Laboratory: The labs in the college are furnished according to the NCTE rules. Principal annually verifies. The availability of equipments, reagents and others material to the better Education.

- Fire safety equipment (Fire Extinguishers) are maintained in labs and near absent as a precautionary measures.
- Regular cleaning of the labs.

Library: The college library issues the books to students a week. After a week college charges the penalty and if student lost books then the student shall replace the books of the same edition or latest edition after getting the permission from the Principal.

Computer Software and Websites: Computers other related equipment maintained or update time to time or on require.

Website is also maintained and updated with the help external professionals.

Sports: The PTI and supporting teachers’ looks after maintaining the sport field, equipments and organizes indoor and outdoor sports competition for students at college level.

Other Recourse: The College has other recourses as follows.

- Multipurpose Hall
- Arts and Craft Resource center
- Canteen
- Parking area
- Health and physical Resource center

To make the safe campus the college specially issue of girls and Safety, College handles and appropriate measures are taken.

File Description	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
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document
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: C. Any 6 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: E. Any 1 or none of the above

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

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: D. Any 1 of the above

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

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 4.58

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
6	7	6	1	7

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
Paste link for additional information	View Document

5.2.2

Percentage of student progression to higher education during the last completed academic year**Response:** 3.51**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 6

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

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:** 2.72**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	05	04	03	04

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

5.3 Student Participation and Activities**5.3.1****Student council is active and plays a proactive role in the institutional functioning**

Response:

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

Response:

The college duly elects a Student Council which is formed in a democratic manner and executes its work in a justified manner under the guidance of College Head. The Student Council organizes different programs and plays an active role in academic and co-curricular activities.

Composition of Students Council: It comprises

1. President
2. Secretary

Election of President and Secretary: - The President and the Secretary are directly elected by the students of the college, who, on the date of the notification of the election process, are on the college rolls or as decided by the college. The election is conducted through secret ballot on the plurality principle and majority of valid votes cast is the basis of the elections

Eligibility for President and Secretary: - The eligibility for contesting for the post of the President and the Secretary is as follows.

A: 80% attendance in the last academic session attended

B: Good conduct in the college as per college records

C: No Essential Repeat in the previous University examination (No Backlog of Papers)

Eligibility for members:-

A) The first year students shall be eligible to get nominations.

B) Good conduct in the college and active participation in the departmental activities.

The students are selected for the committee in a predefined ratio to ensure that impartial representation is maintained from all students. The council members are closely monitored by the appointed coordinators (Faculty member) to keep the council running in an organized manner. The Members of Student Council are part of various committees like Library, Anti ragging, Sports and Cultural Committee.

Functions of the Council: -**I. Student Council President.**

A. Represent the student body at all college events.

B. Be responsible for coordinating the interviewing, selection and functioning of committee chairpersons and task forces.

C. Supervise the functioning of the elected student body officers.

D. Develop the agenda for and preside over the meetings of Student Council.

II. Student Council Secretary

A. Represent the student council at all college events as requested by the president.

B. Coordinate the work of committees.

C. Preside over Student Council meetings in the absence of the president.

III. The Council Member

A. Communicate ideas from the student body to the Council.

B. Report to the class the results of Council action.

C. Serve for their assigned Cell.

D. Volunteer as needed

Role of Students' Council is evident through

Cultural programs and sports events: Students are divided into groups with one or two mentors from respective Cell providing guidance to the students for Sports and Cultural activities.

Women Empowerment: The Members organize various programs (International Women's day) for empowerment of women.

Alumni Meet: Members are also a part of MGTTC Alumni Cell and contribute in making the alumni strong in all its activities.

Students' Welfare: Students' Council Members are the part of Students Welfare Cell and play an active role to organize activities and welfare related events for the students.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2

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

Response: 5.6

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
12	07	0	05	04

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

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 of Mahatma Gandhi T.T. College 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 not registered yet but the process of registration has started and very soon we shall have a registered alumni association.

The mission of the Mahatma Gandhi T.T. College alumni group 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. At Mahatma Gandhi T.T. College we conduct our annual gathering every year. 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 Mahatma Gandhi T.T. College Alumni group 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 Mahatma Gandhi T.T. College we follow a process to make students a part of the Alumni Group. We have created a registration form for all final year students; they can be a member of this group. We also encourage our final year students to continue with our WhatsApp groups 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.

If we talk about participation and decentralization positions of the college, we have one representative of Mahatma Gandhi T.T. College alumni in Internal Quality Assurance Cell (IQAC) as a member; this member can express their views in the meetings and make suggestions in the functioning of the college. They continuously evolve as resource person in workshops, in orientation programme of newly admitted students. During any seminars for students, they act as a motivator and help them to groom their skills for practical situations, as well as they support the placement of the present students in various reputed schools in Rajasthan.

Mahatma Gandhi T.T. College alumni group contributed significantly through various activities during the last five years:

- Motivating new students
- Organizing various activities
- Time to time they deliver guest lecturers
- Planning for college development

Two significant contributions by Alumni:

1: To motivate new students: -

Mahatma Gandhi T.T. College alumni group has been boosting the confidence of current students and fostering their morale to try out possible avenues and appear for possible available opportunities.

With the help of Discussion and Guidance and Council, the group motivates the current students and also enlightens them with current trends going on in the industry and what are the skills that a fresh graduate should have before joining the field of teachers.

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	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: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	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
Upload any additional information	View 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:

Response: It is a matter of pride that Mahatma Gandhi T.T. College has a strong Alumni group that strengthens the network among the alumni, faculty, and management and builds an integral relationship with students of the Institute.

Alumni group of the college is an active body with many alumni as its members. The institution has included its alumni as a significant part of many of the notable academic and administrative bodies such as Internal Quality Assurance Cell, Curriculum development etc. The institution gives high regard to the suggestions of alumni and utilizes the services for the development of the institution in all the possible ways.

An Alumni Meet is organized for all the Alumni of the college annually. Many activities are organized for the alumni,

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 SWOT 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
Documentary evidence in support of the claim	View Document
Paste link for 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:

VISION

To prepare competent and ethical noble teachers for equipping the global need as well as to serve the society.

MISSION

To prepare noble and professional capable teachers the college shall strive to provide activity oriented learning programme for all the Theoretical input and practicum suggestion to develop whose some personality with conductive changes in cognitive and psychomotor realms of the blooming teachers.

STRENGTH -

Eco-friendly free campus in the lap of the nature, Qualified, Experienced and dedicated faculties and Healthy environment. Members of the Governing body are eminent and experienced academicians and administration who contribute significantly while policy formulation and major decision of the college. Well qualified, dedicated and experience faculty actively involved in teaching learning, research and extension activities.

Security of students faculties and equipments in the campus 24/7 CCTV surveillance. Campus and classrooms enabled with ICT and Wi Fi.

weakness

Away from main road and from the city, due to these reasons institute facing the problem availability of faculties.

For institutional growth and development, the number of permanent teaching staff in the college need to be.

Well furnished accommodations in adequate numbers to be for faculties.

To organized more seminars, workshops and FDP for professional growth of the teachers.

To get recognitions of M.Ed. and Ph.D. programmes.

“The mission of institute is to produce high quality teachers who have the necessary Knowledge skills, knowledge and student teachers for effective teaching as well as regard for human and national values.”

The Institute’s every faculty – Teachers, Non – teaching staffs, Students Contributed to the development of Institute.

The institute has mechanism in place for performance assessment and evaluation to improve teaching, research and service of the faculty and other staff.

Reflection of mission and Vision in the leadership of Institute –

Academic & Administrative bodies:-

The governing body, academic council are the bodies which hold topmost position in the administrative hierarchy. They comprise eminent academicians and administrators Formulating the rules and regulations for Academic and administrative functions in tune with the vision and mission statements of the institute.

Vision , Mission , Short term and long term goals , quality policies are kept wide open to all stake holders for their suggestions, necessary , training is provided to its Faculty and supporting staff for their development and motivates the team building and team work to create healthy work Culture. The participatory role of the management encourages and sustains the involvement of the institute staff, which is necessary for the efficient and effective running of the institute.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document

6.1.2

Institution practices decentralization and participative management

Response:

6.1.2. Institution practices decentralization and participative management:-

Institution practices decentralization and participative management. The success of an institution is the result of the combined effects of all who work towards attaining the vision of institution. Right from the president of the management Committed to the staff and students, the entire stakeholder's have a role to play in building of the college. Their involvement and cooperation for academic and administrative affairs through various bodies and committees have contributed to the growth of the Institute.

Institution focuses keen on decentralization by intending equal opportunity and participate is the Functioning of the Institution management comprises of management committee, governing council and each committee has been provided with specific Functions cater to the needs of institution for the ongoing progress takes case of infrastructure facilities which Fulfill the quality and the required needs of the higher education bodies to reach the set goals at bench-marks of the Institution. It also extends all the amenities for the teaching and nonteaching Faculty and Students. College Governing Council take care of financial management and the implementation of facilities for the institution with the upgrade standard of amenities which supports effectively the teaching learning and research aspects Faculty members are given representation in various committees cells nominated by the principal and the Governing body, in the IQAC and other committees . Every year, the composition of different committees is changed to ensure a uniform exposure of duties for academic and professional development of faculty members.

For the development of students, various cells are established at college level, students are empowered to play important role in different activities , functioning of different role and responsibilities at various cells and committees for further reinforces decentralization.

Non teaching staff also represents in the governing body and the IQAC. Suggestions of non-teaching staff are considered while framing policies as taking important decisions.

Participative management –

The institution promotes the culture of participative management at the strategic level, Functional level and operational level.

Strategic level :-

The Principal , governing body , teachers' and the IQAC are involved in defining policies & procedures Framing guidelines and rules and regulations pertaining to admission, examination, code of conduct –discipline, grievance, support service ,finance etc.

Functional level:-

Faculty members share knowledge among themselves, students and staff members while working for a committee.

Perspective plans:-

The institution have its well thought perspective plan for the overall development in academics and research.

- Enhance and enrich educational opportunities and ensure a focus of the student
- Recruit, retain, and enable advice community of exceptional faculty, staff and students.
- Increase research enterprise and impact.
- Establish a culture of innovation and change.
- Develop strategic partnerships and interdisciplinary collaborations.
- Increase visibility, outreach and community engagement.
- Develop a Sustainable infrastructure.

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:

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

Our institution, in its working ensures complete transparency in all its Functions. We undertake the Following measure in the various fields of work to ensure transparency.

Financial Functions –

All tape of financial transactions are made through online process, Demand Draft and account payee cheques.

- The legal receipt / Voucher are provided to the students whenever fees are collected.

- Employee salary is deposited direct into their account by the HDFC , Mahwa Dausa.
- Financial Audits are done regularly by external chartered Accountant and the records are displayed on the website.

Academic Transparency:-

The institution constitutes different committees for smooth academic function IQAC, Admission and curriculum planning Committee, Examination committee. The main responsibility of these committees is to ensure transparency in academic functions in addition to the heads of the faculty and Departments Admission process is completely transparent all the admissions in our institute are done by PTET. The reservation policy is followed as per the state government norms. As per teaching workload timetable is prepared. According to time schedule, teaching and leaving process is conducted. Internal exam. is conducted according college time schedule but university examination is taken as per university time schedule. Results of the internal tests are displayed on the notice board and discusses in the classroom.

Administrative Functions:-

All Faculty appointments are made as per the rules of NCTE and State government. All the information regarding administration, rules and regulations are made available in the College prospectus as well as on the institutional website.

For the implementation of administrative functions, the responsibilities are assigned to head of the department and Principal. The IQAC monitors to enhance and promote the quality Culture in the college. Various committees are constituted to carry out administrative functions.

Auxiliary Functions:-

Auxiliary Functions of the college included the report of various extension activities, Sports and outreach programmes. The extension and outreach programme are mainly conducted by the S.U.P.W. camp. Sports activities are conducted by the teacher of Physical Education. There is a cultural cell for organizing cultural activities. Some of the extension activities and outreach programmers are organized by the Cells. We ensured that all the Students get fair and adequate opportunity to participate in all the auxiliary Functions.

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:****6.2 Strategy Development and Deployment:-****6.2.1. - The institutional Strategic plan is effectively deployed.**

The institute completed academic planning is done at the start of the academic year. All the activities & classes of our Institute are under the supervision of C.C.T.V. Cameras. MGTT College is always keen to utilize new technology and skill for augmenting its teaching-learning resources. The strategy followed by MGTT College is quite specific and Action Oriented. In order to achieve the institutional goals the college has designed specific short term and long term plans. The time-bound strategic plan so developed is effectively implemented and supported with appropriate financial allocations from five years – The staff of the college is governed on the principles of participation and transparencies.

It is developed by principal and HOD of B.A./B.Sc. B.Ed. departments. Based on the academic schedule given by the affiliating university academic calendar was prepared by the admission and curriculum planning Committee. The academic class calendar includes the list of pre-planned of various classes (D.El.Ed., B.Ed., B.A./B.Sc. B.Ed.) and examination schedules pre-planned with the knowledge of HODS. To ensure the development of the institute, all the planning and execution are monitored regularly.

File Description	Document
Documentary evidence in support of the claim	View Document
Any 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:**6.2.2. Describe the Functioning of the institutional bodies in not more than 500 words.**

Being an affiliated college, the Institution has to follow the rules and regulations decided by the university to which it is affiliated. The institution is bound to follow the rules of the State Government & University of Rajasthan Jaipur. There is a permanent principal in the Institution. Being the head of the Institution, the principal is responsible for all the academic and administrative activities of the Institution. In absence of the principal, two to three senior faculties are given charge to run the institution.

In the administrative staff, there are many permanent employees one is a Computer operator, Computer office Assistant, LDC, Technical Assistant and the more other persons, the Principal takes all the

important administrative decisions consulting some Faculties.

A number of committees are formed for academic, administrative, co-curricular, sports and extension activities in all these committees, these is a chairperson, incharge and members. Some other important administrative committees are admission and curriculum planning committee, Guidance and counseling committee, Examination Committee, Discipline cell, Cultural cell, Grievance and Redressal Committee, Anti-Ragging Committee, Research and Publication cell, Library cell, Scholarship & Students welfare cell and Women cell etc.

The programs, courses and activities are periodically evaluated by the college and reported in the appropriate Bodies for proper implementation.

There are committees, cells and Associations focusing on specific tasks and roles in the college.

The institution has to follow the rules and regulations regarding appointment and service set by the university, the state Government and the UGC. The recruitment of academic and administrative staff are done as per norms decided by the NCTE and University of Rajasthan Jaipur.

The Women cell is formed to solve the academic, personal and social problems of the girl students as well as the female staff members.

The Grievance Redressal committee has been formed for both staff and students.

The power delegation and decentralization of authority enrich the effective and efficient functioning of the institution in all its spheres of planning, decision – making and implementation. The management plays a crucial role in enriching the bottom – up approach in planning and execution of various academic activities.

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: C. Any 3 or 4 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Data as per Data Template	View Document
Any additional information	View Document
Annual e-governance report	View Document

6.2.4

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

Response:

The planning and implementation of all the activities of various bodies and committees is carried out by the members of the respective bodies through a well organized system of planning and evaluation. Minutes of staff meetings are duly recorded for maintenance and transparency of records. Various activities and plans in the institute are formulated according to the guidelines of the Rajasthan University Jaipur and the vision and mission of the Institute. It is based on Feedback and suggestions in meetings with stakeholders such as an institute students, teachers and members of alumni and IQAC Efforts are always made to implement and execute all plans and decisions effectively keeping in mind the welfare of the students and the overall development of the institution. The institute also provides important information on the notice board. The various bodies and committees present in the college make it a point that academic and cultural calendar is implemented in a timely manner. Decisions taken at various meetings are properly documented and effective steps are taken to implement the decision at the ground level in reality.

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:

Mahatma Gandhi T. T. College management is cater their staff as family members and fully supportive in every way to improve their professional development of its teaching and non – teaching staff. In the present scenario the institute ensures the professional development of the staff by:

- Non –Teaching staff of the institution is covered under ESIC & EPF Scheme.
- MGTTC adopts all necessary measures to provide hygienic environment to the teaching and non-teaching staff as given below – water cooler, Hygienic washroom, and neat & clean staffroom with sanitizer.
- Transport facility is also provided to the teaching staff if needed.
- To provided P.C. for college work.
- Financial support to attend Seminar and Faculty Development Program to Teaching Staff.
- Non-Teaching staff is also encouraged to attend skill development program.
- Total 15 C.L in an academic year are provided to all staff members as per service rules of the institution.
- All the Medical leave, Maternity leave, Duty leave etc . are in the service rules for teaching and Non-teaching staff.
- Academic leave to attend Seminar, Conference or academic lecture etc.
- Study leave for higher study.
- Tea and Breakfast to all staff members is arranged from college canteen at free of coast.
- Staff get to gather and staff picnic is also organized for staff welfare measures.
- From current academic year blazer and I-Card are also provided to all teachers as Uniform icon.
- All the Non teaching staff got Uniform from the management committee.
- All the teachers awarded with gift and flowers on teachers day.

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

6.3.2

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

Response: 4.69

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
06	0	0	0	0

File Description	Document
Income Expenditure statement highlighting the financial support to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document
Certificate of membership	View Document
Any additional information	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](#)

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: 3.13

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
3	0	1	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.

Yes, the institution uses the evaluation to improve teaching, research and service of the faculty and other staff through regular monitoring of the works of both the teaching and non-teaching staff. The teaching staff members are given a performance appraisal form, which is presented to the committee.

Performance appraisal of the faculty members on their teaching performance and academic growth. Students feedback is a regular practice and they are free to communicate to the principal and the management students are given opportunity to express their views about different academic and co-curricular programmes organized by the college . during the academic session comprehensive evaluation by students.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

Institute Conducts internal and external financial audit regularly.

MGTT College has set up a system for directing internal and external audits for ensuring proper accounting for receipts and payments of the students fees is looked after by the management. The expenses incurred under various heads are completely checked by confirming the bills and vouchers.

The mechanisms to monitor the effective and efficient use of financial resources are as follows:-

The college budget includes recurring expenses such as salaries, electricity, internet charges, maintenance costs stationery, other consumable fees and non-recurring expenses such as lab purchases, furniture and other development expenses. All the expenses made by the institution are audited by internal and external audit. The institute has specialized accounts and audit.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
Any additional information	View Document

6.4.2

Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the last five years (not covered in Criterion III)(INR in Lakhs)**Response:** 0**6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

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](#)**6.4.3****Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.****Response:**

The main resource of funds of the institution is fee from students . At the time of admission the admission fee deposits in the account of the convener of statutory body for Pre Teacher Education Test (PTET) of State Government of Rajasthan and after a period, the collective amount of fee of all admitted students transferred to college account by PTET. In B.Ed. - II, In B.Sc. - II, III & IV year and B.A. - II, III & IV year fee deposits directly through demand draft or digital payment mode in the bank account of college. The funds used as per the classified structure for optimal use of fee funds described by the statutory body.

The Institution has well mechanism to plan and monitor the optimal utilization and mobilization of funds as per the budget. The demand for the expenditure in the labs. and committees, infrastructure, instructional facilities, library etc. are called out by the concern in charges. The budget plan for upcoming session is discussed in the meeting of governing body. Principal of the institution, account officer, librarian and members of other committees. The financial audit does by the C.A in regular interval and the report regarding use of optimal utilization of funds submits to Government through filling Income expenditure report of Income tax department.

Provided that the IQAC of college is also wills in the resource mobilization with the Principle 'the optimal use of available resources for high quality standard outcomes. Some extra resources like transportation, solar plant, rainwater harvesting system and some other expenses related to financial support for teachers or student development bear by management committee. The college used additional resources on the basis of sharing of other institutions of same governing body like central library of Mahatma Gandhi college for reference and research work .electrical lab for value added course and some other work when teacher or students required extra infrastructure resource, can use the resources of other

institution. A guideline also declared for the governing body for resource mobilization for better teaching, learning outcomes.

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:

MGTT College has adopted quality management strategies in academic and administrative aspects. It is geared to promote an ambience of Creativity, innovation and improving quality. The institution Formulated and established IQAC in Dec. 2021 so as to respond to the changing educational, social and market demands.

The cell makes assessment of different aspects of the functioning of the college and monitors their functioning. Its major activities include-

- Development and application of quality benchmarks for the various academic and administrative activities of the College.
- Arrangement for feedback responses from students, Parents and other stakeholders on quality related institutional processes.
- Documentation of the various programmes /activities of the college, leading to improvement.

Mahatma Gandhi T. T. College is sensitive to the quality of education as well as to changing education and social demands.

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

6.5.2

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

Response:

Teaching learning is a Continuous process that promotes skills Knowledge and develops new proficiencies required to excel which in turn requires students learning. MGTT College is sensitive to the quality of education as well as to changing educational and social demands.

The institute has IQAC and Cultural Committee which asses the performance of the programmes approved by it. The quality is reflected in the implementation of the academic programmes and quantum of target achieved.

The College takes utmost care in planning and implementation of the academic programmes. To sustain the quality of its academic programmes, the stakeholder's feedback and the previous year results are the benchmark for further improvement.

The Institute makes all out efforts to –

- Ensure adherence to academic calendar with the help of schedule for all activities.
- Ensure high performance of students in internal examination results.
- To make the library student friendly the institution has taken the measure to digitalize the library. Internet Facility is also provided to the students.
- Remedial classes are organized as per the requirement & feedback of the students.
- Evaluating teaching – learning methodology periodically through student feedback.

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: 0.8

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
4	0	0	0	0

File Description	Document
Report of the work done by IQAC or other quality mechanisms	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: D. Any 1 of the above

File Description	Document
Data as per Data Template	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

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

Response:

Mahatma Gandhi T.T. College reviews its teaching learning process operation and learning outcomes. The IQAC continuously reviews and take steps to improve the quality of the teaching learning process the academic calendar is prepared in advance, displayed and circulated at the institute and is strictly adhered to.

Admission to B.Ed. programs, B.A/B.Sc. B.Ed. summer, winter and holidays, midterms (Internal) test schedules are maintained in the academic calendar.

Organizing co-curricular and extracurricular events and activities, discipline and various cultural activities, discipline and culture of the institution. All students are also given a guided of the campus and various facilities.

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:

Institution has a stated energy policy streamlining ways of energy conservation, use of Alternate sources of energy for meeting its power requirements. Energy is the capacity to do work or the ability to do work; 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 resources wisely, getting the greatest Return from our energy investments, and investing in environment.

***Saving Energy**

The institute Building has adopted passive design principles the building designed and constructed Parallel to east west directions to ensure less relative heat inside thus saving energy. The exterior walls of the building consist of redbricks and stones as cladding which is a high SRI material thus keeping internal climate controlled. In the bigger picture the total energy demand from operation is reduced.

The uses of energy efficient equipment is promoted in the institute. The institute uses installation of energy star products for electrical and HVAC [Heating, Ventilation, and air Conditioning] Upgrades to reduce energy consumption. Promotion of energy efficient lighting systems by using LED Bulbs and LED Lamps instead of using incandescent lamps in the campus which require 1/8th of the energy to light the same room.

Thermostat controlled system for the air conditioning unit is used in the campus. 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:-

Harvesting the Sun :- The institute utilizes total energy consumption of KWH. This requirement is met Energy by state power supply as well as by harvesting solar energy is 25KW. The institute Utilizes the solar energy on campus.

Wheeling to the grid :-

The institute also shares electricity to the up power corporation back to the grid.

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
Any additional information	View Document
Link for additional information	View Document

7.1.2

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

Response:

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

Waste management is a joint responsibility 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 to gather 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 and socially satisfactory manner is sustainable waste management . In institute waste management practices are different into their parts 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 hazards waste in suitable bins.

Biodegradable waste is generated in the institute from raw material & left over of food items from canteen. Also the tree dropping from the campus green area contribute to it. These are treated into manual.

Non biodegradable Solid waste dispose off in a disposable power

Hazardous waste generated in the institute is in negligible amounts of waste oil from DG sets fixture

which is sold to recyclers.

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 Treatment in the institute is reused to recharge ground water tables through a network of lines. Matitute also conserves the rain water through harvesting the run off water from previous surfaces to the rain harvesting pit.

Waste water is recycled in the plant implemented for the purpose in the campus and used in valuable ways

E - waste of electronic waste broadly describes discarded , surplus , broken or obsolete electronic device and machines. The rapid groth of technology , up gradation of innovation and high rate of obsolescence have led to one of the fastest growing waste stream of E - waste. The E - waste is managed in the institute through collection of items places and conduction an action to authorize recyclers.

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

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

- 1. Rain water harvesting**
- 2. Waste water recycling**
- 3. Reservoirs/tanks/ bore wells**
- 4. Economical usage/ reduced wastage**

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	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 like personal by genie and environmental sanitation. The institute has from work. In terms of polices since Oct. 2018 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 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 amount for all the students faculty and staff members.

The institute also prohibits intra movements of vehicles as to enhance the indoor air quality of campus which is return reduce the air pollution.

The institute has a robust network of sewage disposal system which also 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 , 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 through the campus which comes from strong tank. The water purifier (Ro System) 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 collects, confine and dispose waste.

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: D. Any 1 or 2 of the above

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

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

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
00	00	00	00	00

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

7.1.8

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

Response:

The college creates a synergy with the local environment through its community related work and outreach activities with the help of team of Unnat Bharat Abhiyan ,Community Engagement Cel, Cultural and Literary Committee and Election Literacy Club.

College has organized activities like tree plantation and cleanliness drive in surrounding areas for healthy environment. The volunteers of UBA regularly visits adopted villages. Students visit and interact with the villagers and discuss various issues related to health, hygiene and education for eg. different guest lectures were arranged for the villagers on gender discrimination, water conservation, financial literacy etc. Rally and street play were also arranged on different social issue in village. Our students have undertaken various activities like teaching Aids awareness program, Rangoli in village, Voter awareness rally painting, bag making. Health check-up camps were organized in adopted village.

Blood donation camp organized by the institution and the staff members and the students of college donated their blood to serve the society.

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: C. Any 2 of the above

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

7.2 Best Practices

7.2.1

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

Response:

Two best practices implemented by the Institution

Mahatma Gandhi T.T. College is affiliated to Rajasthan University Jaipur. The college constantly works towards excellence in Education and for the welfare of students associated with the M.G.T.T.C family. We endeavor to offer best experiences to students and involve all the activities required for the quality assurance in Education. Although at MGTTC we have all our practices at best but to list any two practices considered being the best practices of the Institution the following are listed:

Best Practice I

1. Title of the practice: Empowering Women through Education

1. Objective of the practice:

1. To equip students with all required life skills

2. To avail students an exposure to real field situations before completing their course.

3. To provide students good opportunities to observe, learn and empower themselves.

The Context: Rajasthan University Jaipur is a far off dream in our country and constant efforts are required for the upliftment of women. Education plays an important role in empowering women not

completely but at least partially. Mahatma Gandhi T.T. College puts this into consideration and plans activities to instill life skills in teacher trainees so that they can become self-dependent and empowered to an extent.

Practice: Mahatma Gandhi T.T. College rigorous and well-organized pattern of ensuring empowerment of all its students by planning a number of activities like workshop and Seminar to equip Male and female students with basic techniques of. The workshop is being organized each year and is conducted by the college for working and up liftmen and safety.

Best Practice II: SUPW Camp

1. Title of the practice: Scout & Guide camp Each Year

1. Objective of the practice:

1. To provide assistance to students for life skills
2. To provide students good opportunities for practicing intrinsic discipline
3. To collaborate with schools of repute for future alliance

Best Practice: Mahatma Gandhi T.T. College organizes a SUPW Camp each year in the college premises. Students are taught skills of camping and surviving in any circumstances. It helps students develop physically, intellectually, socially and spiritually. It is all about building confidence, self – esteem, learning important life skills and leadership skills, team building, education and fun! Each year the camp is guided by Mr. Mool Chand Sharma.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

MG TTC 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 concept to class room.

The college is located in the main part of the Mandawar road area, Mahwa Dausa and well connected with raj. The mission to provide quality education to the boys and girls.

Another evidence of the college's effectiveness is the increasing number of our alumni who are getting appointed as faculty members in different college of neigh boring 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 MGTTC use to celebrate National days along with the Environment day / Earth day National girl child day make student's aware of our surrounding.

Vision of the college is to empower students with health issues and work shop was organized world AIDS DAY & Spread awareness about sexually transmitted infections and use of condom.

As the word has faced severe challenges related to pandemic or due to Covid – 19 So MGTTC organized stress related issues in a workshop that covered all psychological aspects of students.

MGTTC also organized Digital Literacy week to equip students with digitalization as this is the need of the tree hour. Workshop on PLANT LIFE CYCLE' and international Translation day were also organized.

Every year MGTTC also organizes a Talent Hunt programme for students to showcase their talent in different fields like dance/ singing poster making / cooking without fire etc.

As MGTTC is committed to all round development of students so every year field trips are also organized to enhance their team work , & coordination and visit places like Indira Rasoi Yojana etc.

To manage the stress a programme on heart fullness is also organized (Yoga day)

Moreover MGTTC is instrumental in building to peer relationship, while shaping their perspective, opinions and identity. So it is uses every tool and technique for effective classroom. Up liftmen and appreciate the student's efforts on each level.

The college inculcates value added courses like computers , career guidance , workshop on self defense are provide to felicitate economic security and financial independence of women. And cooperation of parents Principal and faultiest class for slow learner is another step to pull up the students lagging in their studies the students are given scholar ship also.

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
Link for additional information	View Document

5. CONCLUSION

Additional Information :

All the necessary information given in SSR

Concluding Remarks :

MGTTC runs B.Ed., B.Sc.B.Ed. and B.A. B.Ed. programs. The curriculum designed by University of Rajasthan and implemented by institution with an efficient academic plan. Adherence of Academic calendar ensure by curriculum planning committee. The teaching learning process is very effective to cater students learning needs. Institution has linkage with local school to conduct teaching practice. Internship Program organized by Government of Rajasthan. Institution has mechanism to get follow up of student performance during internship. Internship appraisal given in form of marks as per the report of Principal of the school of intern. Teacher and students encourage to involve in research work. Student does Action Research during internship . Financial support and study leaves provided by the management Committee to teachers to attend Seminar and Faculty Development Programs . Total 04 teachers attended FDP with financial support from the Institution. Apart is IQAC of the Institution has organized National Seminar on NEP 2020 to Promote research and quality culture in Institution. The college has well Infrastructure and Academic Support facilities as per norms of Statutory Body. 50 percent of classrooms including Multipurpose hall are ICT enabled. All the student support facilities as canteen, separate common rooms for boys and girls etc. are available Ramp and Lift facilities are the significant support to the Physically challenged students. To support students and their progression college provides free facility in coaching run by Management Committee to preparation for competitive examinations. Various committees and cells including grievance redressal, internal complaint committee etc. are exist. Placement cell is functional to keep data and provide platform for placement to students. Alum association is not registered but alumni always gets in touch and takes part actively or passively in decision making and functioning of institution.. Governance is decentralized and transparent From Top to Bottom. The website is updated and all the important information is uploaded on website. The college has Solar Panel, Rain water harvesting system, Vermi compost to environment consciousness. Recently college adopted 5 villages under Unnat Bharat Abhiyan. With various qualitative parameters of accreditation from NAAC college continuously running in the path of quality education

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification										
1.1.2	<p>At the institution level, the curriculum planning and adoption are a collaborative effort;</p> <p>Indicate the persons involved in the curriculum planning process during the last completed academic year</p> <ol style="list-style-type: none"> 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni <p>Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: C. Any 3 of the above Remark : As per the supporting documents input was edited</p>										
1.4.2	<p>Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website Answer After DVV Verification: D. Feedback collected Remark : Input edited as per the supporting documets</p>										
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>159</td> <td>164</td> <td>155</td> <td>157</td> <td>120</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	159	164	155	157	120
2022-23	2021-22	2020-21	2019-20	2018-19							
159	164	155	157	120							

2022-23	2021-22	2020-21	2019-20	2018-19
128	128	128	128	128

Remark : Input edited as per the supporting

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

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

Answer before DVV Verification : A. Any 5 or more of the above
 Answer After DVV Verification: C. Any 3 of the above

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

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

Answer before DVV Verification : 28
 Answer after DVV Verification: 25

Remark : Input was edited as per the supporting documents

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 : 153
 Answer after DVV Verification: 153

Remark : Input edited as per the supporting documents

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 : as per the supporting documents input was edited

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: C. Any 3 of the above

Remark : as per the supporting documents input was edited.

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: C. Any 4 or 5 of the above

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 : B. Any 6 or 7 of the above

Answer After DVV Verification: C. Any 4 or 5 of the above

Remark : as per the supporting documents input was edited

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: C. Any 2 of the above

Remark : as per the supporting documents input was edited

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

	<p>Answer After DVV Verification: B. Any 3 of the above Remark : Input edited as per the supporting documents</p>
2.4.9	<p>Average number of students attached to each school for internship during the last completed academic year</p> <p>2.4.9.1. Number of schools selected for internship during the last completed academic year Answer before DVV Verification : 138 Answer after DVV Verification: 136</p>
2.4.10	<p>Nature of internee engagement during internship consists of</p> <ol style="list-style-type: none"> 1. Classroom teaching 2. Mentoring 3. Time-table preparation 4. Student counseling 5. PTA meetings 6. Assessment of student learning – home assignments & tests 7. Organizing academic and cultural events 8. Maintaining documents 9. Administrative responsibilities- experience/exposure 10. Preparation of progress reports <p>Answer before DVV Verification : B. Any 6 or 7 of the above Answer After DVV Verification: C. Any 4 or 5 of the above Remark : As per the supporting input was edited</p>
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: C. Any 2 of the above Remark : as per the supporting documents input was edited</p>
3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p> <ol style="list-style-type: none"> 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 : B. Any 3 of the above

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

Remark : as per the supporting documents input was edited

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 : C. Any 2 of the above

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

Remark : as per the supporting documents input was edited

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
1	2	1	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	3	0	0	0

Remark : Input edited as per the supporting 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
18	5	0	8	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	03	0	03	02

Remark : Input edited as per the supporting documents

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
571	523	0	336	244

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
381	339	0	296	244

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
789	136	0	141	145

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
381	136	0	141	145

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 : 9

Answer after DVV Verification: 05

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

Answer before DVV Verification : 18

Answer after DVV Verification: 18

Remark : as per the supporting documents input was edited

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
3.07099	7.34442	7.44655	4.12448	5.10530

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3.07	7.34	7.44	4.12	5.10

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: C. Any 2 of the above

Remark : as per the supporting documents input was edited

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
641942	601072	568623	568623	119255

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6.41	6.01	5.68	5.68	1.19

4.2.6	<p>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</p> <ol style="list-style-type: none"> 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 <p>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 the supporting documents</p>																				
4.4.1	<p>Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 909 1046 1043"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>8.13785</td> <td>3.44788</td> <td>4.66753</td> <td>5.60362</td> <td>3.58963</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1122 1046 1256"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>8.13</td> <td>3.44</td> <td>4.66</td> <td>5.60</td> <td>3.58</td> </tr> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	8.13785	3.44788	4.66753	5.60362	3.58963	2022-23	2021-22	2020-21	2019-20	2018-19	8.13	3.44	4.66	5.60	3.58
2022-23	2021-22	2020-21	2019-20	2018-19																	
8.13785	3.44788	4.66753	5.60362	3.58963																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
8.13	3.44	4.66	5.60	3.58																	
5.1.2	<p>Available student support facilities in the institution are:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : B. Any 7 of the above Answer After DVV Verification: C. Any 6 of the above</p>																				
5.1.4	<p>Institution provides additional support to needy students in several ways such as:</p> <ol style="list-style-type: none"> 1. Monetary help from external sources such as banks 																				

2. Outside accommodation on reasonable rent on shared or individual basis

3. Dean student welfare is appointed and takes care of student welfare

4. Placement Officer is appointed and takes care of the Placement Cell

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Answer before DVV Verification : B. Any 3 or 4 of the above

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

Remark : As per the supporting documents input was edited.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	5	16	13	40

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	05	04	03	04

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:

2022-23	2021-22	2020-21	2019-20	2018-19
20	16	0	13	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	07	0	05	04

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 : B. Any 4 or 5 of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : Input edited as per the 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: C. Any 3 or 4 of the above

Remark : as per the clarification supporting documents input was edited

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**

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**

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	0	0	0	0

Remark : as per the clarification supporting documents input was edited

6.5.4	<p>Institution engages in several quality initiatives such as</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements 2. Timely submission of AQARs (only after 1st cycle) 3. Academic Administrative Audit (AAA) and initiation of follow up action 4. Collaborative quality initiatives with other institution(s) 5. Participation in NIRF <p>Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: D. Any 1 of the above Remark : as per the clarification supporting documents input was edited</p>
7.1.4	<p>Institution has water management and conservation initiatives in the form of</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : as per the clarification supporting documents input was edited</p>
7.1.6	<p>Institution is committed to encourage green practices that include:</p> <ol style="list-style-type: none"> 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants <p>Answer before DVV Verification : C. Any 3 of the above</p>

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

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. Any 2 of the above
Remark : as per the clarification supporting documents input was edited

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>571</td> <td>523</td> <td>431</td> <td>336</td> <td>244</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>571</td> <td>382</td> <td>389</td> <td>347</td> <td>302</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	571	523	431	336	244	2022-23	2021-22	2020-21	2019-20	2018-19	571	382	389	347	302
2022-23	2021-22	2020-21	2019-20	2018-19																	
571	523	431	336	244																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
571	382	389	347	302																	
1.3	<p>Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>168</td> <td>168</td> <td>168</td> <td>168</td> <td>168</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>128</td> <td>128</td> <td>128</td> <td>128</td> <td>128</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	168	168	168	168	168	2022-23	2021-22	2020-21	2019-20	2018-19	128	128	128	128	128
2022-23	2021-22	2020-21	2019-20	2018-19																	
168	168	168	168	168																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
128	128	128	128	128																	
2.1	<p>Number of full time teachers year wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19															
2022-23	2021-22	2020-21	2019-20	2018-19																	

2022-23	2021-22	2020-21	2019-20	2018-19
29	28	28	28	28

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	21	24	27	31

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27.94107	23.48948	14.61870	16.20411	8.57860

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27.94	23.48	14.61	16.20	8.57