



## YEARLY STATUS REPORT - 2021-2022

<b>Part A</b>	
<b>Data of the Institution</b>	
<b>1.Name of the Institution</b>	REGIONAL INSTITUTE OF EDUCATION, NCERT, Ajmer
• Name of the Head of the institution	Prof. S.V. Sharma
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01452643721
• Mobile No:	9414029445
• Registered e-mail ID (Principal)	rieajmer@yahoo.com
• Alternate Email ID	principalrieajmer@gmail.com
• Address	Type VI, RIE Ajmer Campus, Pushkar Road, Ajmer, Rajasthan - 305004
• City/Town	Ajmer
• State/UT	Rajasthan
• Pin Code	305004
<b>2.Institutional status</b>	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Urban				
• Financial Status	UGC 2f and 12(B)				
• Name of the Affiliating University	Mahrishi Dayanand Saraswati University, Ajmer, Rajasthan				
• Name of the IQAC Co-ordinator/Director	Prof. Rajesh Mishra				
• Phone No.	01452643671				
• Alternate phone No.(IQAC)	01452643721				
• Mobile (IQAC)	9414002662				
• IQAC e-mail address	iqac@rieajmer.ac.in				
• Alternate e-mail address (IQAC)	iqacrieajmer@gmail.com				
<b>3.Website address</b>	<a href="http://www.rieajmer.raj.nic.in/">http://www.rieajmer.raj.nic.in/</a>				
• Web-link of the AQAR: (Previous Academic Year)	<a href="http://www.rieajmer.raj.nic.in/Document/AOAR%20Reports/AOAR%202020-21.pdf">http://www.rieajmer.raj.nic.in/Document/AOAR%20Reports/AOAR%202020-21.pdf</a>				
<b>4.Whether Academic Calendar prepared during the year?</b>	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	<a href="http://www.rieajmer.raj.nic.in/home/InfoDisplay.aspx?N_typ=Tg==&amp;NewsID=NTY5NQ==">http://www.rieajmer.raj.nic.in/home/InfoDisplay.aspx?N_typ=Tg==&amp;NewsID=NTY5NQ==</a>				
<b>5.Accreditation Details</b>					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A+	3.52	2017	15/11/2017	14/11/2022
<b>6.Date of Establishment of IQAC</b>			19/09/2016		
<b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b>					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	Nil	Nil	Nil	00
<b>8. Whether composition of IQAC as per latest NAAC guidelines</b>		<b>Yes</b>		
<ul style="list-style-type: none"> <li>Upload latest notification of formation of IQAC</li> </ul>		<a href="#">View File</a>		
<b>9. No. of IQAC meetings held during the year</b>		<b>03</b>		
<ul style="list-style-type: none"> <li>Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>		<b>Yes</b>		
<ul style="list-style-type: none"> <li>(Please upload, minutes of meetings and action taken report)</li> </ul>		<a href="#">View File</a>		
<b>10. Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>		<b>No</b>		
<ul style="list-style-type: none"> <li>If yes, mention the amount</li> </ul>				
<b>11. Significant contributions made by IQAC during the current year (maximum five bullets)</b>				
<p>Organizing National Conference on Indian Languages, Arts and Culture</p> <p>Organizing seminar on Emerging Trends in Physics and Physics Education</p> <p>Organizing National Webinar on National Education Policy 2020: Exploring Transformational Implementation in School Education</p> <p>Drafting Working Paper on Alternative ways of Schooling</p> <p>Drafting Position Paper on Linkages between School Education and Higher Education</p> <p>Greening of Institution Campus</p>				
<b>12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).</b>				

Plan of Action	Achievements/Outcomes
Implementation of NEP 2020	Organizing National Webinar on National Education Policy 2020: Exploring Transformational Implementation in School Education
Celebration of National Science Day and recognition of Sir C.V. Raman	Organizing Seminar on Emerging Trends in Physics and Physics Education
Promoting Multilingualism & Power of Languages and Culture	Organizing National Conference on Indian Languages, Arts and Culture
Implementation of recommendation of NEP 2020	Drafting Working Paper on Alternative ways of Schooling
Implementation of recommendation of NEP 2020	Drafting Position Paper on Linkages between School Education and Higher Education
Green initiatives of the Institute	Greening of Institution Campus
<b>13. Whether the AQAR was placed before statutory body?</b>	Yes
<ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>	
Name of the statutory body	Date of meeting(s)
The AQAR was discussed and deliberated several times in the staff council of the Institute and Institute Advisory Board (IAB).	11/02/2022
<b>14. Whether institutional data submitted to AISHE</b>	
Year	Date of Submission
2021-22	25/02/2022
<b>15. Multidisciplinary / interdisciplinary</b>	

Multidisciplinary is an approach which focuses on viewing the same object from different viewpoints. At RIE, NCERT, Ajmer, there are some programmes namely B.A. B.Ed., BSc. B.Ed., B.Ed. and M.Ed. so that students get a chance to interact with one another to learn a multidisciplinary approach. The goal of education in India is to produce good human beings who are capable of independent, rational thought and action, compassion, courage and creative imagination, and are rooted in Indian culture and ethos. It has been ensured across all disciplines such as humanities, social science, science, and sports to bring the unity and integrity of all knowledge at all levels of education.

#### **16.Academic bank of credits (ABC):**

Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains information on the credits earned by individual students throughout their learning journey. It will enable students to open their accounts and give multiple options for entering and leaving colleges or universities. The Academic Bank of Credit (ABC) is a unique and efficient tool to facilitate multidisciplinary education along with multiple entries and exits in the education system giving complete freedom to the students to study courses of choice, anywhere, at any time. The students can opt to study one course in one institution and others from other institutions. The ABC will need to have a provision to link the credit system of school education and higher education.

#### **17.Skill development:**

Skill Development is the process of identification of the skills gap in youth and providing skilling training to them. Skill development programmes aim to acknowledge the ability of the youth and extend their support by serving them with the proper guidance, infrastructure, opportunities, and encouragement that help them achieve their ambitions. Education and skills are essential for everyone, and they both walk hand in hand in everyone's career journey. They are the roots behind the economic growth and community development of a country. Therefore, both central & state governments are continuously making efforts to provide skill development to the youth with their skilling partners around the country.

#### **18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)**

NEP Para 4.27 asserts that "Knowledge of India" will include knowledge from ancient India and modern India, and a clear sense of India's future aspirations concerning education, health,

environment, etc. These elements will be incorporated accurately and scientifically throughout the school curriculum wherever relevant; in particular, Indian Knowledge Systems, including tribal knowledge and indigenous and traditional ways of learning, will be covered and included in mathematics, astronomy, philosophy, yoga, architecture, medicine, agriculture, engineering, linguistics, literature, sports, games, as well as in governance, polity, conservation. Specific courses in tribal ethnomedicinal practices, forest management, traditional (organic) crop cultivation, natural farming, etc. will also be made available.

#### **19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):**

Outcome-based education is a system where all the parts and aspects of education are focused on the outcomes of the course. The students take up courses with a certain goal of developing skills or gaining knowledge and they have to complete the goal by end of the course. There is no specific style or time limit for learning. The student can learn as per their choice. The faculty members, moderators, and instructors guide the students based on the target outcomes. Outcome-Based Education (OBE); Future-ready Curriculum design; Smooth Curriculum Delivery; Flexible Assessment Models; Measurable Learning outcomes in real-time; Unified Online Assessments with OBE

#### **20.Distance education/online education:**

Distance Education is a process to create and provide access to learning when the source of information and the learners are separated by time and distance, or both. In other words, distance learning is the process of creating an educational experience of equal qualitative value for the learner to best suit their needs outside the classroom. The Internet has grown from being nearly non-existent into the largest, most accessible database of information ever created. Online education is a form of education where students use their home computers through the internet. For many non-traditional students, among them all those who want to continue working full time or raising families, online graduations and courses have become popular in the past decade. Often online graduation and course programs, some of which are conducted using digital technologies, are provided via the online learning portal of the host university. Online education is electronically supported learning that relies on the Internet for teacher/student interaction and the distribution of class materials.

### **Extended Profile**

#### **2.Student**

2.1	812
Number of students on roll during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.2	308
Number of seats sanctioned during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.3	152
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.4	258
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
2.5	238
Number of graduating students during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
2.6	268
Number of students enrolled during the year	
File Description	Documents
Data Template	<a href="#">View File</a>
<b>4.Institution</b>	

4.1	28,86,13,077
Total expenditure, excluding salary, during the year (INR in Lakhs):	
4.2	236
Total number of computers on campus for academic purposes	
<b>5. Teacher</b>	
5.1	57
Number of full-time teachers during the year:	
File Description	Documents
Data Template	<a href="#">View File</a>
Data Template	<a href="#">View File</a>
5.2	57
Number of sanctioned posts for the year:	
<b>Part B</b>	
<b>CURRICULAR ASPECTS</b>	
<b>1.1 - Curriculum Planning</b>	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>The reviewing and revising the curriculum on the basis of experiences on transaction and process of implementation is a regular practice of the Institute. All the offered programmes by the institute adopt local context and situation. During the COVID-19 pandemic situation various curricular aspects were revisited for effective management of the teaching learning process as per the curricular expectations. The important areas of curriculum/ syllabus revisited are as under.</p> <ul style="list-style-type: none"> <li>• Internship in Teaching Programme was organized in blended mode in cooperative schools. The assessment and peer learning activities were also performed online.</li> <li>• The lesson plan diary for internship was revised to develop it</li> </ul>	



as Learning Outcome based. It has improved the quality of the teaching learning process conducted by the pupil teachers.

- Internal Assessment is an integral part of the programmes offered by the institute and to continue the assessment along with teaching learning it was conducted in online mode during June 28 to July 09, 2021.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View File</a>
Plan developed for the academic year	<a href="#">View File</a>
Plans for mid- course correction wherever needed for the academic year	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni**

**B. Any 5 of the above**

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

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

A. All of the Above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="https://www.mdsuajmer.ac.in/syllabus.php?catid=8">https://www.mdsuajmer.ac.in/syllabus.php?catid=8</a>
Prospectus for the academic year	<a href="#">View File</a>
Report and photographs with caption and date of student induction programmes	<a href="#">View File</a>
Report and photographs with caption and date of teacher orientation programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 1.2 - Academic Flexibility

**1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives**

**including pedagogy courses for which teachers are available****1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year****14**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View File</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View File</a>
Any other relevant information	Nil

**1.2.2 - Number of value-added courses offered during the year****11****1.2.2.1 - Number of value-added courses offered during the year****11**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochure and Course content along with CLOs of value-added courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****2096****1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year****2096**

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	<a href="#">View File</a>
Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	<a href="#">View File</a>
Document showing teachers' mentoring and assistance to students to avail of self-study courses	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

50

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

50

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

### 1.3 - Curriculum Enrichment

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

The curriculum of the institute provides the opportunities to the students to acquire and demonstrate knowledge, skills, values and attitude related to various learning area. The Internship Program named as "Functioning as Teacher" itself explains how much the institution is keen on providing fundamental and coherent understanding to the students in the field of teacher education. Deploying pupil teachers at various schools for weeks not only gives them the real life classroom experience but also brings out the best of communication skills, critical thinking and basic teaching skills and competencies. Pre internship course structure helps in orienting the pupil teachers on how and what to do. Case Study practices help in critical thinking and collaboration with others. Critical feedback gives the pupil teachers room for improvement, which includes post internship assessment, TLM submission, VIVA VOCE, and TLM Exhibition.

Furthermore, "Working with Community" not only inculcates the Indian tradition values but provides the space to dig deep connection with the community at the root level to understand the basic problems and working of the society. The institute organizes "Workshop on Yoga and Health & Wellbeing, Arts and Aesthetic" which talks about art, culture, folk tradition, theater, fitness and wellbeing for holistic development.

File Description	Documents
List of activities conducted in support of each of the above	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	<a href="#">View File</a>

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

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

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

The "Workshop on Yoga and Health & Wellbeing, Arts and Aesthetic" bringing the best in pupil teachers.

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

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

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The institute make efforts to enable students to develop understanding of the interconnectedness of various learning engagements which derive student's professionally relevant understanding. During Wildlife Conservation Week celebration, based on theme 'Forest and livelihoods: Sustaining people of planet" various activities such as Essay writing competition in Hindi and in English (Central role of forests and ecosystems services), Poster making competition (Forest and livelihoods) and Slogan writing competition both in Hindi and English along with Photography competition and quiz competition were organized. The winners were awarded with the e-certificates.

To make students aware of values inherent in yoga, health and well-being, arts and aesthetics for their personal growth, the institution organized a workshop in which yoga, health and well-being along with arts and aesthetics including theater, dance and music activities were covered. The workshop is a mandatory curriculum enrichment programme, as per university syllabus. The workshop outcomes were evaluated on the basis of assignments for awarding grades as per university syllabus. Around 280 students have attended the workshop.

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

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

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 1.4 - Feedback System

**1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI**

All of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View File</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### TEACHING-LEARNING AND EVALUATION

##### 2.1 - Student Enrollment and Profile

##### 2.1.1 - Enrolment of students during the year

268

##### 2.1.1.1 - Number of students enrolled during the year

268



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

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

126

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

126

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

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

36

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

36

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificate of EWS and Divyangjan	<a href="#">View File</a>
List of students enrolled from EWS and Divyangjan	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

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

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Documents showing the performance of students at the entry level	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning**

All of the above

<b>Enhancement / Enrichment inputs</b> <b>Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled)</b> <b>Multilingual interactions and inputs</b>	
<b>File Description</b>	<b>Documents</b>
Data as per Data Template	<a href="#">View File</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View File</a>
Reports with seal and signature of Principal	<a href="#">View File</a>
Photographs with caption and date, if any	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity</b>	Two of the above
<b>File Description</b>	<b>Documents</b>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View File</a>
Reports with seal and signature of the Principal	<a href="#">View File</a>
Photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded
<b>2.2.4 - Student-Mentor ratio for the academic year</b>	
<b>1:14</b>	
<b>2.2.4.1 - Number of mentors in the Institution</b>	
<b>58</b>	

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

The Institute incorporates student-centric methods such as experiential learning, participative learning and problem-solving methodologies. Following strategies are used such as microteaching, use of ICT, session plan for every subject, use of LCD Projectors, and smart classrooms in the teaching-learning process. The curriculum is complemented with extra-curricular activities like working with community programme, Yoga, Arts and Aesthetics Workshop, Capacity building programmes, a series of Extension Lectures of Eminent Educationists, Educational Trips, Sports tournaments and celebration of various International and National days. There are lectures organised on developing professional skills among the B.A B.Ed., BSc. B.Ed., B.Ed.and M.Ed. students. These provisions help in developing a critical and rational aptitude among students, enhance their learning abilities, improvises their Listening, Speaking, Reading and Writing (LSRW) skills and ensure holistic development of individual personalities as future teachers of the academia.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year**

57

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to LMS	<a href="https://admin.google.com/?pli=1">G Suite: https://admin.google.com/?pli=1</a> <a href="https://us02web.zoom.us/myhome">Zoom: https://us02web.zoom.us/myhome</a>
Any other relevant information	<a href="#">View File</a>

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

808

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Programme wise list of students using ICT support	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Landing page of the Gateway to the LMS used	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Five/Six of the above**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View File</a>
Geo-tagged photographs wherever applicable	<a href="#">View File</a>
Link of resources used	<a href="https://libraryriea.wordpress.com/">https://libraryriea.wordpress.com/</a>
Any other relevant information	<a href="#">View File</a>

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

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

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of**

Five/Six of the above

**teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

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

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

The Institute ensures that the teaching-learning process develops innovativeness, creativity and thinking skills among the students. There are various activities organised to allow the students to learn and explore their potential. The Art and Aesthetics Workshop, National Conferences, and Sports Tournaments help the students to understand teamwork and individual capabilities. The Institute also celebrates various national and international occasions such as International Yoga Day, Swachhta Pakhwada, Teacher's Day, Earth Day, World Environment Day, International Women's Day, Independence Day, Republic Day, Unity Day, National Education Day, International Literacy Day, Youth Day, Science Day, Mother Language Day, No Tobacco Day, Samta Day etc. This helps in creating awareness among students and developing empathy towards their environment, culture and society. Students' participation in organising and assisting these activities nurtures essential life skills such as confidence, cooperation, creativity and critical management skills.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.4 - Competency and Skill Development

**2.4.1 - Institution provides opportunities for developing competencies and skills in different**

All of the above

**functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the selected response/s	<a href="#">View File</a>
Reports of activities with video graphic support wherever possibl	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Ten/All of the above



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports and photographs / videos of the activities	<a href="#">View File</a>
Attendance sheets of the workshops / activities with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of each selected activity	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of the activities carried out during the academic year in respect of each response indicated	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples prepared by students for each indicated assessment tool	<a href="#">View File</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of each response selected	<a href="#">View File</a>
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View File</a>
Report of the events organized	<a href="#">View File</a>
Photographs with caption and date, wherever possible	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

The students are placed only in those schools where resources related to the teaching-learning process are available. In general, JNVs, KVs, DMS and other public schools are selected for an internship. The cooperative school heads and cooperating teachers are invited to a one-day or two-day workshop/orientation to discuss various aspects of the internship. The students get an opportunity to interact with the school heads and cooperating teachers in general and respective school heads in particular. A two-week Orientation Programme (pre-internship) is conducted for the students who go for internships in different schools. In consideration of various aspects of the internship, the faculty members of the institute are deputed to supervise the internship of the students; they are

provided with a Supervisor's diary focusing on different aspects of assessment of students' performance. The cooperative school heads are requested to give exposure to the interns in the various activities conducted in the schools.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 2.4.9 - Number of students attached to each school for internship during the academic year

##### 2.4.9.1 - Number of final year students during the academic year

228

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Data as per Data Template	<a href="#">View File</a>
Plan of teacher engagement in school internship	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.4.10 - Nature of internee engagement during internship consists of Classroom teaching  
Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests  
Organizing academic and cultural events  
Maintaining documents Administrative responsibilities- experience/exposure  
Preparation of progress reports**

Nine/All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sample copies for each of selected activities claimed	<a href="#">View File</a>
School-wise internship reports showing student engagement in activities claimed	<a href="#">View File</a>
Wherever the documents are in regional language, provide English translated version	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

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

File Description	Documents
Documentary evidence in support of the response	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers /**

**All of the above**

**School\* Teachers Principal / School\* Principal  
B. Ed Students / School\* Students (\* ‘Schools’  
to be read as “TEIs” for PG programmes)**

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View File</a>
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.4.13 - Comprehensive appraisal of interns’ performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness**

Five of the above

File Description	Documents
Format for criteria and weightages for interns’ performance appraisal used	<a href="#">View File</a>
Five filled in formats for each of the aspects claimed	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**2.5 - Teacher Profile and Quality**

**2.5.1 - Number of fulltime teachers against sanctioned posts during the year**

57

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View File</a>
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

### 2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

37

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 2.5.3 - Number of teaching experience of full time teachers for the during the year

443

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

443

File Description	Documents
Copy of the appointment letters of the fulltime teachers	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The Teachers of the Institute continually work and update themselves regarding the latest developments in the field of education, which helps in learning strategies for effective teaching and building

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

File Description	Documents
Documentary evidence to support the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.6 - Evaluation Process

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

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

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Five of the above



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

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

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

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

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

## 2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

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

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Result sheet for each year received from the Affiliating University	<a href="#">View File</a>
Certified report from the Head of the Institution indicating pass percentage of students program-wise	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

The Institute has developed a methodical system of conducting an Internship Programme for B.A. B.Ed., B.Sc. B.Ed., B.Ed. and M.Ed. students. The expected programme learning outcomes and course learning outcomes are achieved through pre-internship and internship in JNVs and KNVs, community workshops, regular and monitored Internal Assessment and workshops on various topics. These incentives are designed to keep the expected PLOs and CLOs in perspective which helps in developing professional skills among the students. The curriculum is designed in such a way that integrates practice-based learning in the form of internship and regular workshops for the students.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**2.7.4 - Performance of outgoing students in internal assessment**

**2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year**

788

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<a href="#">View File</a>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

File Description	Documents
Documentary evidence in respect to claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 2.8 - Student Satisfaction Survey

### 2.8.1 - Online student satisfaction survey regarding teaching learning process

The Institute has conducted Student Satisfaction Survey seeking feedback from the students on various issues and favourable response recorded for the points indicating students' satisfaction.

## RESEARCH AND OUTREACH ACTIVITIES

**3.1 - Resource Mobilization for Research****3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year**

03

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Sanction letter from the funding agency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)**

03

File Description	Documents
Sanction letter from the funding agency	<a href="#">View File</a>
Income Expenditure statements highlighting the research grants received certified by the auditor	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research**

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document detailing scheme of incentives	<a href="#">View File</a>
Sanction letters of award of incentives	<a href="#">View File</a>
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence for each of the claims	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

All of the above

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

### 3.2 - Research Publications

**3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year**

29

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
First page of the article/journals with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the journals in which articles are published	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
• First page of the published book/chapter with seal and signature of the Principal	<a href="#">View File</a>
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.3 - Outreach Activities

#### 3.3.1 - Number of outreach activities organized by the institution during the year

##### 3.3.1.1 - Total number of outreach activities organized by the institution during the year

08

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.3.2 - Number of students participating in outreach activities organized by the institution during the year

#### 3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

1465

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View File</a>
Report of each outreach activity with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

750

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

750

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View File</a>
Any other relevant information	No File Uploaded



3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

#### Working with Community

Working with Community programme of ten days organized by RIE, Ajmer from January 5th, 2022 to January 14th, 2022. The main objectives of programme is to make students understand the relationship between community and school education. The programme was held in online mode due to COVID-19 pandemic situation. In this programme around 95 students from B.Sc. B.Ed. II year and around 55 students from B.A. B.Ed. II year participated through virtual mode, and around 93 B.Ed. students participated from April 25th, 2022 to May 4th 2022 through offline mode.

#### Environmental Education Theme Park (Prakriti Mela)

The webinar on "Awareness among the prospective teachers on environmental issues and concerns" from March 7-8, 2022 at RIE, Ajmer through virtual mode for strengthening school education programme and sensitizing school children for generating environmental awareness.

The first day inaugural session by Prof. K.C. Sharma, former Vice-Chancellor, MDS University and a keynote address on climate change/global warming by Prof. M.K. Pandit, former professor, University of Rajasthan, Jaipur. Besides all sessions around 130 eco-club members constituted 22 groups who presented their models, experiments developed in 3-day workshop scheduled from 2 to 4 March in the theme park of institute around 500 students attended webinar.

File Description	Documents
Relevant documentary evidence for the claim	<a href="#">View File</a>
Report of each outreach activity signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

08

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Appropriate certificates from the awarding agency	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 3.4 - Collaboration and Linkages

#### 3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the year

04

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

04

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
List of teachers/students benefited by linkage – exchange and research	<a href="#">View File</a>
Report of each linkage along with videos/photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year

01

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copies of the MoU's with institution / industry/ corporate houses	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Five/Six of the above

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

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of each activities with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The Institute is spread over 110 acres. It has 19 Classrooms and 06 Seminar Halls, 23 Labs & 286 Computer systems with internet facility. Each & every department with faculty members are given personal computer systems with a connective internet facility. Institute has E-Learning center having 40 computers with LAN. 5 smart classrooms, seminar halls support ICT based teaching learning with 14 projectors, 3 smart boards and 08 TVs. Institute's computer and Math lab are also equipped with 46 and 10 computers respectively. Internet of 100 Mbps through NKN support is available. Academic staff has 24 laptops. Institute has one State of Art Studio. It develops audio-video E-content. Thermal & dust free environment is available by 13 ACs of 1/1.5/2 tons of capacity installed in Studio and ICT. Institute has a playground for Cricket, Football and a Standard Track for Athletics, 2 Badminton Court (Indoor), Tennis Court, Basketball Court, 3 Volley ball Court (outdoor), 2 Table Tennis, 1 Roman Ring & 2 Parallel Bars, 1 Multi-Purpose hall for yoga and Extra Activities, 1 ICT enabled assembly Hall, 1 Open Gym with 21 different exercise stations. The institute has theme park for strengthening the biodiversity & environment-based school education programmes. 410 kW solar power plant is installed.

File Description	Documents
List of physical facilities available for teaching learning	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

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

11

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Link to relevant page on the Institutional website	<a href="http://www.rieajmer.raj.nic.in/Home/HomePage.aspx">http://www.rieajmer.raj.nic.in/Home/HomePage.aspx</a>
Any other relevant information	No File Uploaded

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

199700000

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

The library has been using Koha software since 2019. Presently the

version 18.11 is there. The software supports acquisition, cataloguing, circulation, patron creation, in-out management system & serial control. Additionally, it provides user-friendly OPAC interface to access library materials. The Acquisition system covers initiation of titles for ordering, approval, placing of orders, receiving materials, invoice processing, accessioning etc. The Cataloguing system maintains a title-in-process file of all items that are accessioned & catalogued data. The additions system covers catalogue maintenance, holding updates etc. Circulation system supports front desk operations such as check-in, check-out, renewals, reservation memberships renewal. It provides bar-codes-based issue system. Patron creation card program facility, the polycarbonate library membership cards identify the users with their stream, class, address & it is used in library circulation and in-out management system. In-out management system is a paperless user-friendly facility. It contains all the incoming and outgoing time records of library visitors with statistical data. The Serials system provides for subscription, renewal, recording of current & achieved collections etc. Online Public Access Catalogue provides access to the library's holdings through various catalogues and indexes such as author catalogue, title catalogue, subject catalogue, classified catalogue, publisher index. Presently, the software holds bibliographic details of library including books, journals, thesis, dissertations, reports etc. All the circulation activities are on bar-code tag system. The library has OPAC terminals which help users to locate their desired material.

File Description	Documents
Bill for augmentation of library signed by the Principal	<a href="#">View File</a>
Web-link to library facilities, if available	<a href="http://www.rieajmer.raj.nic.in/Home/Library.aspx">http://www.rieajmer.raj.nic.in/Home/Library.aspx</a>
Any other relevant information	<a href="#">View File</a>

4.2.2 - Institution has remote access to library resources which students and teachers use frequently. Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Institute has static IP based access system to various Journals. It has registered for the N-LIST Programme and have access to e-Resources subscribed under N-LIST. The subscribed e resources are: American Institute of Physics (AIP) <https://aip.scitation.org/> , Annual Reviews

<https://www.annualreviews.org/help/main>

IndianJournals.com , Institute of Physics

<https://iopublishing.org/librarians/>

JSTOR <https://about.jstor.org/> , Oxford University Press

<https://academic.oup.com/journals?login=true>

Royal Society of Chemistry <https://www.rsc.org/about-us/>

EBSCO Discovery Service <https://web.s.ebscohost.com/ehost/search/basic?vid=0&sid=9e2e81d4-cb61-4221-ab82-b7cd3b430254%40redis>

Cambridge Core <https://www.cambridge.org/core>

ProQuest <https://ebookcentral.proquest.com/lib/inflibnet-ebooks/bookshelf.action>

Hindustan Book Agency

<https://portal.igpublish.com/iglibrary/database?dtbs=hindbook&shibboleth=ea9534c93ddb43f9a32958>

78adcf439eab97e0e9cce14fbbb5c865b8dedc248f ISEAS Publishing , Oxford Academic

<https://academic.oup.com/pages/about-oxford-academic>

Springer <https://link.springer.com/> , SAGE Knowledge

<https://sk.sagepub.com/books/librarian-info>

File Description	Documents
Landing page of the remote access webpage	<a href="#">View File</a>
Details of users and details of visits/downloads	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases**

Four of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Receipts of subscription /membership to e-resources	<a href="#">View File</a>
E-copy of the letter of subscription /member ship in the name of institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

4231782

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

#### 4.2.5 - Per day usage of library by teachers and students during the academic year

##### 4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

824

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	<a href="#">View File</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="http://www.rieajmer.raj.nic.in/home/InfoDisplay.aspx?N_typ=Tg==&amp;NewsID=NTY400==">http://www.rieajmer.raj.nic.in/home/InfoDisplay.aspx?N_typ=Tg==&amp;NewsID=NTY400==</a>
Any other relevant information	No File Uploaded

**4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College**

Three of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

### 4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

The institute has IT infrastructure including computer systems having i3 to i7 microprocessors of Intel family, memory configurations upto 16GB RAM & 1TB HDD & operating systems from windows 7 to 10 along with Ubuntu, IOS etc. Total 286 computers are available. A 100 Mbps NKN line is distributed with 1Gbps intranet network. Campus has WIFI (2.4G and 5.0G of Sophos/Juniper ) & LAN port including hostels. Academic staff is empowered with 24 laptops. User friendly online



admission procedure is enabled by various ICT facilities. Institute has E-Learning centre with 40 computers with LAN. Computer lab has 46 computers. Institute has a State of Art Studio. It develops audio-video E-content. The studio is air conditioned & acoustically designed. It has separate Production Control Room. PCR has a video mixer with multi cameras. There are 4 i-Macs. 1 i-Mac machine is attached with audio mixer & video capture chain. A talkback system is provided. The Studio has separate NAS storage server with 100 TB. Examinations are smoothly conducted due to printing facility using high-capacity printers & scanners. In library digital in-out RFID system is installed. 6-Aadhar based Biometric system and 59 CCTVs are installed. The institute has server facility of 4 physical & 6 virtual Hyper-V virtualization server & UPS facility. Licensed software's like, Antivirus Kaspersky, Adobe package, Microsoft Licenses are procured.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	<a href="#">View File</a>
Any other relevant information	No File Uploaded

#### 4.3.2 - Student – Computer ratio during the academic year

3:1

File Description	Documents
Data as per data template	<a href="#">View File</a>
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content

Five or more of the above

**distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to videos of the e-content development facilities	<a href="https://drive.google.com/file/d/1Sx5Vh960hYpYiNJR9LJ9zeeoKRh9imm2/view?usp=sharing">https://drive.google.com/file/d/1Sx5Vh960hYpYiNJR9LJ9zeeoKRh9imm2/view?usp=sharing</a>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View File</a>
Link to the e-content developed by the faculty of the institution	<a href="https://www.youtube.com/c/RIEAJMEROfficial/playlist">https://www.youtube.com/c/RIEAJMEROfficial/playlist</a>
Any other relevant information	<a href="#">View File</a>

**4.4 - Maintenance of Campus and Infrastructure**
**4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)**
**42980899**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

The institute handles the maintenance, and construction of physical, academic and support facilities (Building, IT Infrastructure, Library and library resources, Seminar and Assembly Hall, Games and Sports and any other incidental and allied requirements) in several ways. It writes to CPWD orthrough online/offline, GeM tendering process. The maintenance of facilities provided in the institute is

undertaken by the Campus and Welfare section under the supervision of Section officer and Administration officer. The requirements regarding the facilities are forwarded by the concerned sections & departments including the maintenance & repairs, new additions of infrastructure and their support facilities, updating softwares and any other relevant service or addition, to the campus and welfare section of the institute through the administration. The institute constitutes committees every academic year to take into account the infrastructure development, maintenance and monitoring of the campus of RIE. For the same regular meetings are held. The list of the aforesaid committees is attached herewith. The Maintenance Policy of the Institute is also uploaded on the institute website.

File Description	Documents
Appropriate link(s) on the institutional website	<a href="http://www.rieajmer.raj.nic.in/home/InfoDisplay.aspx?N_typ=Tg==&amp;NewsID=NTY5MA==">http://www.rieajmer.raj.nic.in/home/InfoDisplay.aspx?N_typ=Tg==&amp;NewsID=NTY5MA==</a>
Any other relevant information	<a href="#">View File</a>

## STUDENT SUPPORT AND PROGRESSION

### 5.1 - Student Support

**5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning**

All of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View File</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View File</a>
Photographs with date and caption for each initiative	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**Nine or more of the above**

File Description	Documents
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

**A. All of the above**

File Description	Documents
Data as per Data Template for the applicable options	<a href="#">View File</a>
Institutional guidelines for students' grievance redressal	<a href="#">View File</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View File</a>
Samples of grievance submitted offline	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Three of the above

File Description	Documents
Data as per Data template	<a href="#">View File</a>
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	<a href="#">View File</a>
Report of the Placement Cell	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 5.2 - Student Progression

**5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**

Number of students placed as teachers/teacher educators	Total number of graduating students
<b>80</b>	<b>237</b>

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of Placement Cell for during the year	<a href="#">View File</a>
Appointment letters of 10 percent graduates for each year	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

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

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

**34**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<b>No File Uploaded</b>
Any other relevant information	<b>No File Uploaded</b>

### 5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)

**38**

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View File</a>
Any other relevant information	<b>No File Uploaded</b>

### 5.3 - Student Participation and Activities

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

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

File Description	Documents
Copy of constitution of student council signed by the Principal	<a href="#">View File</a>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View File</a>
Documentary evidence for alumni role in institution functioning and for student welfare	<a href="#">View File</a>
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

3

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Reports of the events along with the photographs with captions and dates	<a href="#">View File</a>
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

#### 5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

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

File Description	Documents
Details of office bearers and members of alumni association	<a href="#">View File</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Three/Four of the above



File Description	Documents
Documentary evidence for the selected claim	<a href="#">View File</a>
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	<a href="#">View File</a>
Any other relevant information.	No File Uploaded

#### 5.4.3 - Number of meetings of Alumni Association held during the year

1

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View File</a>
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

**Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Alumni help in awareness for various opportunities among the students more effectively.**

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### GOVERNANCE, LEADERSHIP AND MANAGEMENT

#### 6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission. Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

#### Vision

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

#### Mission

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

File Description	Documents
Vision and Mission statements of the institution	<a href="#">View File</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Institution practices decentralization and participative management through constitution of various academic and administrative committees for every academic year in order to conduct academic programmes keeping in view the requirement of academic calendar (Annexure 3). While constituting the committees, the Principal, Dean of Instructions, Dean of Research, Heads of all Departments (DE, DEE, DESM, DESSH), Library, DMS, Administrative Officer, Accounts Officer and Medical Officer of the Institute participate to suggest names of faculty and concerned staff members. These committees are responsible to plan, execute and conclude all the activities as per academic calendar. Besides these committees various in-charges for different sections are also appointed. In the year 2021-2022, 41 different committees have been constituted to practice decentralization of management system.

File Description	Documents
Relevant documents to indicate decentralization and participative management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

The institution maintains transparency in its financial, academic, administrative and other functions. Bio-metric attendance system is established in the Institute for all Staff members. E-office system is well functional under which Leave Management System and Tour

Management System are working. The audit of Institutional expenditure is done annually by Internal as well as External audit teams. Institute receives annual grant from NCERT, New Delhi every year and submits expenditure statement at the end of Financial Year. On-line transaction for salary and other payments including honorarium to invited experts and participants, payment of Firms and service provider is in practice through RTGS/NEFT transactions. Academic Transparency is maintained in the Institute by assigning different roles to different faculty members including rotation of Headship of the Departments and Constitutions of Committees. Institute's Library has been upgraded as advanced technology enabled library in which majority of learning resources are accessible online.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

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

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	<a href="https://ncert.nic.in/division/pmd/index.php">https://ncert.nic.in/division/pmd/index.php</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

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

File Description	Documents
Link to organogram on the institutional website	<a href="http://www.rieajmer.raj.nic.in/Home/HomePage.aspx">http://www.rieajmer.raj.nic.in/Home/HomePage.aspx</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students**

Five/Six of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Screen shots of user interfaces of each module	<a href="#">View File</a>
Annual e-governance report	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	<a href="#">View File</a>
Action taken report with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

### 6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Institution plans effective implementation of welfare measures for teaching and non-teaching staff every year. In the reported year, the Institute sanctioned/issued circular for employees to avail Computer Loan Advance (Annexure 15). Reimbursement of Medical Expenditure is one of the predominant welfare measures of Institute for which Register is maintained for all employees having separate details of Amount reimbursed (Annexure 16). During Covid-19 pandemic

regular circulars have been issued to make employees aware of Covid-19 and required measures as per GoI advisory (Annexure 17). Before opening of the Institute, entire campus building including hostels and office premises were sanitized. Currently hand sanitizer are available in all the Departments, sections, offices including adjacent to Bio-metric machine. Besides this, NCERT organises 'Staff Tournament' for its constituents units situated at Ajmer, Bhopal, Bhubaneswar, Mysuru, Shillong and NIE HQrs. This Tournament is organized in one of the constituent units annually on rotation basis. Last tournament was held at RIE, Bhopal from 19 to 23rd October 2019 (Annexure 18) and forth coming is proposed at RIE, Ajmer from 26 to 30th December 2022 (Annexure 19).

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

04

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Institutional Policy document on providing financial support to teachers	<a href="#">View File</a>
E-copy of letter/s indicating financial assistance to teachers	<a href="#">View File</a>
Certificate of participation for the claim	<a href="#">View File</a>
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

02

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Brochures / Reports along with Photographs with date and caption	<a href="#">View File</a>
List of participants of each programme	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

04



File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Copy of Course completion certificates	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Institute has separate APAR (Annual Performance Assessment Report) format for different officials. Each APAR has specific indicators based on duties, functions, responsibilities, tasks and achievements related with employees of different cadres. APAR report is annually filled in by every employee and submitted to immediate reporting officer for remarks in terms of grading or awarding marks to the performance of officer reported, finally same is forwarded to reviewing officer. APAR reports are considered by competent authority/departmental promotion committee for administrative as well as financial promotions of employees (Annexure 23).

In order to maintain confidentiality of the remarks of Reporting & Reviewing officer in respect to particular employee, the original APAR of employees are not attached but same may be produced in front of NAAC visiting team. However, sealed and signed proforma is enclosed for reference.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.4 - Financial Management and Resource Mobilization

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

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

File Description	Documents
Report of Auditors of during the year signed by the Principal.	<a href="#">View File</a>
List of audit objections and their compliance with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

00

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

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

Institute receives funds from NCERT every year. Further mobilization of fund is optimally utilized for different expenditures such as salary, allowances such as Child Education, maintenance, pension, LTC, medical reimbursement, etc. (Annexure 26)

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

## 6.5 - Internal Quality Assurance System

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

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

1. Constitution of various committees to prepare and consolidate AQAR for academic year 2020-2021. (Annexure 27)
2. Organization of Quality and sustainable Schools - Learnings from Schools in India programme (10-09-2021) (Annexure 28)
3. Organization of Academic Forum Lectures (Annexure 29)
4. Organization of 'World No Tobacco Day' on May 31, 2022. (Annexure 30)
5. Preparation and submission of IQAC Report. (Annexure 31)
6. Mid term review of NPEP, NCERT (Annexure 31)
7. Educational Trends (A journal of RIE, NCERT, Ajmer) (Annexure 31)
8. NSS Activities (Annexure 31)
9. NCTE performance appraisal report (Annexure 32)
10. PAC programme proposals for 2022-2023 (Annexure 32)
11. Activities of Students Council (Annexure 33)
12. Application for ITEP to NCTE (Annexure 34)
13. Increase in intake and applying for ITEP (Annexure 34)
14. Preparation of SSR (Annexure 34)
15. Proposal for Dairy Farm, Agriculture and Animal Husbandry courses. (Annexure 35)

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process periodically in not more than 100 - 200 words.

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

1. Subjects taught: Theory and Practicals
2. Submission of Attendance
3. Leaves and Permissions
4. Missing classes, make up classes and extra classes taken
5. Teaching work assigned for Academic year
6. Sharing of other administrative responsibilities
7. PAC programmes
8. Seminar/workshop attended
9. Publications
10. Adopted any innovative practices
11. Any significant contribution to the Institute
12. Self Grade by the Faculty

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

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

15

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View File</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View File</a>
Any other relevant information	No File Uploaded

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

Four of the above

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Link to the minutes of the meeting of IQAC	<a href="http://www.rieajmer.raj.nic.in/home/Homepage.aspx">http://www.rieajmer.raj.nic.in/home/Homepage.aspx</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="http://www.rieajmer.raj.nic.in/Document/AQAR%20Reports/AQAR%202020-21.pdf">http://www.rieajmer.raj.nic.in/Document/AQAR%20Reports/AQAR%202020-21.pdf</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View File</a>
e-Copies of the accreditations and certifications	<a href="#">View File</a>
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

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

1. Semester and CBCS examination based programmes prepared and submitted to MDS University, Ajmer in 2017. (Annexure 39)
2. Placement Cell of the Institute has been made more pro-active in terms of maintaining record of students placement year wise.

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

1. B.Ed. and M.Ed. 3 year integrated course structure prepared and sent to NCERT for its approval in 2022.
2. M.Sc. M.Ed., M.A. M.Ed. and M.Ed. Ph.D. integrated course (Geography, Hindi, Physics, Chemistry) structures prepared and sent to NCERT for its approval in 2022. (Annexure 40)

File Description	Documents
Relevant documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

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

To make RIE Ajmer campus sustainable and environment friendly, the institute has taken step towards saving our environment by shifting to a clean and green source of energy, in the form of solar energy. As this is an essential source of renewable energy, so our institute has opted to install a 410 kW roof top solar plant at various

locations which is truly a significant milestone. In this direction, Institute has signed an agreement with Fourth Partner Energy Pvt. Ltd. which is valid for a period of 25 years at a year-wise tariff of INR 3.19/kWh. The plants were installed on 26th October, 2018 and shall continue for 25 years i.e., until 2043. The energy generated by the Solar Power Plant as per the invoice for March 2022, was 59824 units. With this achievement our institute has become a role model to many other institutions across the country. Taking steps towards sustainable use of power resources, the Institute has also switched to the use of efficient and power saving equipments like LED bulbs/ rods.

File Description	Documents
Institution's energy policy document	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

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

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

**7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant**

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Any other relevant information	No File Uploaded

**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**

All of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	<a href="#">View File</a>
Documentary evidence in support of the claim	<a href="#">View File</a>
Geo-tagged photographs	<a href="#">View File</a>
Any other relevant information	No File Uploaded

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

Committed to building a clean and green environment, the institute conducts a plantation drive on days of national importance. Aimed to



build values related to sustainable growth among the future shapers of the world, the institute in cooperation with students, faculty members, and the retiring faculty/ staff, institute conducts plantation drive from time to time.. The institute has developed and projected an environmental theme park for strengthening the biodiversity and environment based school education programmes. It is spread in an area of about 11acres which holds various ecosystems, medicinal plant conservatory, a centre for non-conventional source of energy, a green house, conservation of water and soil and organic farming. Large number of horticultural and ornamental plants are planted in the Botanical Garden also. In its working with community programme, the students are sensitised on importance building a green cover. To sensitize and aware students about the various environmental issues, Institute also organizes 'Prakriti mela' and 'Swachhta Pakhwada'. The event provide direct exposure to students in inculcating values related to conservation of biodiversity. Under Swachhta Pakhwada, several activities like slogan writing, poster making, poetry recitation, essay writing, hand wash and personal hygiene and safai abhiyaan are also being organised.

File Description	Documents
Documents and/or photographs in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

Three of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View File</a>
Circulars and relevant policy papers for the claims made	<a href="#">View File</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View File</a>
Income- Expenditure statement highlighting the specific components	<a href="#">View File</a>

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

132.17

File Description	Documents
Data as per Data Template	<a href="#">View File</a>
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

The institution has created an ecosystem for innovations and creation and transfer of knowledge through its various dedicated program and sensitizing students towards their neighbourhood. Institute organizes working with community programme for its prospective teachers in an attempt to socialize the preservice trainees and make them understand the relationship between community and school, promote inclusiveness, sense of cooperation and unity. Institute puts forth efforts to include local, folk, as well as classical traditions of art in its Arts and Aesthetic Workshop which are mandatory for all pre-service programmes. Besides this, it encourages local artists to participate in the workshop for the orientation of students. Expenditure for each programme is met out from institute's fund. A webinar on awareness among the prospective

teachers on environmental issues and concerns was organised to address the issues like climate change/ global warming, environmental sustainability, and ecological restoration. The students of various pre-services courses were sent to their nearby place of residence to collect data pertaining to Environmental Survey. For the teachers teaching in madrasas, capacity building programme was organised for enhancement of quality education which covered all the states and UTs of Northern India. Transaction of Nistha modules, e-content development were the main focus.

File Description	Documents
Documentary evidence in support of the claim	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

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

**A. All of the above**

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

## 7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)  
Describe any two best practices successfully implemented by the institution as per NAAC format

I

**Title:** Development of institute app for dissemination activities planned under block research project

**Objective:** To provide a platform for the teachers to learn and share their research practices of implementing need-based interventions.

**Context:** For disseminating the planned activities and providing a platform for the teachers to learn and share their practices, an app titled Interventions at Block level has been developed. The app has information related to the study like objectives of study, name of schools with details of student and teachers, research methodology for the study, baseline achievement assessment and analysis of students, interventions modules, art integrated learning (AIL), activities of the block and details of interventions implemented.

II

**Title:** Development of Institutional repository and access of library resources using QR code

**Objective:** To promote wider access and visibility of institute scholarly content

**Context:** The institute's library has developed an institutional repository by collecting digital copies of the intellectual output of the institution. The digitized research projects, reports, training and orientation reports, students' dissertations, faculty research achievements are being disseminated to promote wider access of institute's scholarly content. The library has truly enriched their services by providing access of OPAC and institute repository through QR code.

File Description	Documents
Photos related to two best practices of the Institution	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>

## 7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Institute has participated for developing position papers on various themes to provide inputs to the national curriculum framework in the area of school education, ECCE, Teacher Education and Adult education. Faculty members of the institute contributed as members secretaries of national focus groups to prepare position papers as per the perspectives of National Educational Policy 2020. Institute has organized 15 National District Level Consultation meetings with stakeholders with reference to linkages between school and higher education. Institutional efforts to develop position papers and organizing consultation meets are the mandates of NCERT and RIE to nurture and ensure excellence quality and inclusive growth in school education and teacher education. Thereby 25 national focus groups, out of which two focus groups i.e. ECCE, FLN and linkages between school and higher education were coordinated by RIE Ajmer faculty. In other NFGs like Knowledge of India, Mathematics education, Publication of quality textual and non-textual materials, faculty of RIE contributed as members. Final position papers already submitted to NCERT, New Delhi. Institute has also had an 'open house discussion' for operationalizing 'National Mission for Mentoring' to link retired faculty willing to provide professional support. RIE in association with NCERT has agreements with 12 elite organisations.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View File</a>
Any other relevant information	<a href="#">View File</a>