SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BABA KHETANATH MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA

VILLAGE- BHITERA , POST-RIWALI, TEHSIL-BEHROR,DIST-KOTPUTALI-
BEHROR, RAJASTHAN
301701
https://bed.bknmvidyapeeth.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

BABA KHETANATH MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA, BHITERA, college is situated in rural area. The college is situated in Bhitera village on Kund-Rewari road at a distance of 6 km from Behror Tehsil of newly formed district Kotputali-Behror. It is situated in the lap of industrially developed township Behror and Neemrana Industrial Area near the national capital Delhi and state capital Jaipur, which is included in the district area and NCR.

It is an educational institute that comes into existence in the year 2005 and is affiliated with Raj Rishi Bhartrihari Matsya University, Alwar. At present it has intake capacity of 100 seats in BED course. Having a well-qualified and dedicated staff the college has successfully completed 19 years of commendable service in popularizing and promoting educational programs. The college is rich in its resources with a huge area of 92100 sq. meters. The building of the institution is a lively example of good architecture. The campus of the institution is beautified with lush green lawns. The institution has an excellent infrastructure including spacious class rooms, stacked library, multipurpose hall, modern well equipped laboratories, Seminar room, staff room, common room for girls, Games facility, canteen, drinking water, uninterrupted power supply, internet, phone etc.

The institution follows all the norms and standard as per the regulatory bodies, NCTE and Raj Rishi Bhartrihari Matsya University, Alwar Rajasthan for the required physical infrastructure requirement of the faculty, Admission procedure, fees structure and curriculum. The faculty members are well qualified, experienced, enthusiastic and sincere towards their profession, always ready to learn how to chisel out the best among their student teachers. The teacher educators themselves use and encourage the student teachers to use the ICT in their classroom teaching to meet the emerging needs and problems of the school education in global context. The institution encourages and sponsors the teachers as well as student teachers for participation in professional development programs, seminar, conference, and workshop and inter-colleges competition of academic and co-curricular activities respectively.

Vision

At Baba Khetanath Mahila Shiksha Prashikshan Mahavidyalaya our goal is to empower women through education, fostering a strong and cultured young generation that is capable of leading the society with its talents. We are dedicated to women's education and aim to regularly conduct co-curricular activities that uncover and develop the hidden talents of our female students, enhancing their structural potential.

The primary objective of education is to bring about positive change in behavior. Our institution provides an environment where individuals can fully develop and grow their personality, preparing them to make meaningful contributions to society. By providing a nurturing and supportive environment, we ensure that our female students are well equipped to face the challenges of the modern world.

Through a balanced approach that integrates academic excellence, personal growth, and community involvement. Our ultimate goal is to transform our female students into empowered women ready to make a significant impact on society.

Mission

Our mission at Baba Khetanath Mahila Shiksha Prashikshan Mahavidyalaya is to ensure a bright future for our female students through constant efforts, fostering patience, enthusiasm and discipline. In the era of globalization and rapid change, we are faced with many challenges in college education. To address these, we are committed to making education technologically advanced and value-based, aligned with the emerging needs of the globalized world. Our vision is to produce not only excellent human resources but also responsible citizens who make a positive contribution to society.

Our college provides quality education in a clean and green environment, ensuring the holistic development of each student. By integrating modern technology and traditional values, we strive to create an educational experience that prepares our students for the demands of the future as well as instills a strong sense of responsibility and citizenship.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The strengths of Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya are pivotal as an educational institution dedicated to preparing future educators. Our college excels in developing teaching skills, training in modern teaching methods, and imparting practical knowledge of academic principles. The college has a strong point that it reltes with MoU with various institutions like teacher training colleges, industrial groups and NGOs that increase students's values and professional growth. Many activities are organised with these institutions for the shake of students. Beyond the curriculum, we offer a rich array of co-curricular activities. Our annual open-session program showcases skill enhancement and a deep appreciation for culture and civilization among our student teachers. Through these initiatives, Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya plays a significant role in the field of education, contributing meaningfully to societal development.

Institutional Weakness

The college has all the criteria according to norms, rules and regulations. There is a point of weakness that it is not able to provide a researchful environment to the teachers and students. The institute is unable to organise faculty development programm, research opportunities and moneterial help to the teachers for their research works.

Institutional Opportunity

Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya offers numerous opportunities that significantly contribute to the academic, professional, and personal development of its students. The college provides a variety of courses designed to enhance both academic and professional growth, enabling students to specialize in various subjects and fostering their social and cultural development. Social service and cultural programs are regularly organized, offering students the chance to increase their social responsibility and cultural awareness.

The college places a strong emphasis on career development by providing employment-related training and career counseling. These initiatives improve the employability of students, equipping them with the skills and knowledge necessary for a successful professional life. Additionally, educational trips and study plans at other institutions or universities offer student teachers a wealth of academic experiences, broadening their horizons and exposing them to diverse educational environments.

Opportunities to participate in sports and festivals are also provided, which are crucial for improving the physical and mental health of students. These activities promote teamwork, leadership skills, and a sense of camaraderie among students. Furthermore, camps like the Swachhata Abhiyan offer students the chance to engage in community service, fostering a spirit of cooperation and civic responsibility.

Through these varied opportunities, Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya prepares students for holistic development, helping them to make the most of their inherent abilities. The college's comprehensive approach ensures that students are well-rounded individuals, ready to contribute meaningfully to society and excel in their personal and professional lives.

Institutional Challenge

Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya faces several operational challenges impacting its growth. There is many challanges for the college due to its rural location and lack of using English language. It has minimum transport facilities and other educational domains. The management committee does not provide fund and other facilities to the teachers for their research works that is why they are unable to update their professional knowledge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya incorporates the knowledge, skills and attitudes required for the overall development of the students. An effective curriculum not only fulfils educational objectives but also helps in the personal and social development of the students. Under curriculum planning, annual plan and class plan are prepared in the college. From time to time, meetings related to curriculum are organized in the college and correspondence is also done with the university as advice on matters related to curriculum. The objective of curriculum planning at the college level is to provide comprehensive and structured education to the students. It is tried that the students not only get theoretical knowledge, but also practical and moral education. So that they can become strong and responsible citizens of the society. Various subjects are included in the curriculum so that the students can gain comprehensive knowledge. The students are given real-world experience through education related projects, internships and workshops. Social service, moral education and civic responsibilities are included in the curriculum. The teaching process is made more effective by using modern technology and teaching tools. Through such schemes, the college tries to ensure that education not only becomes a means of acquiring knowledge but also helps in the overall development of the students. The college tries to ensure that the curriculum is comprehensive, inclusive and meets the needs of the

students. The purpose of the feedback system is to promote communication and transparency between students and teachers. Feedback is analysed qualitatively and quantitatively. Feedback improves the curriculum, changes in teacher methods, corrective steps are taken based on the feedback received. This system helps in improving teacher quality, increasing student satisfaction and achieving educational objectives. An effective curriculum empowers students with knowledge and skills. Makes them aware of moral and social responsibilities and prepares them to succeed in various fields in life. Thus curriculum is a central element of the education system which plays an important role in the all-round development of students.

Teaching-learning and Evaluation

Teaching, learning and assessment at Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya can be the components of any educational system. These three components together ensure the overall development and educational success of students. The aim of teaching is knowledge and skills while learning is the assimilation of knowledge and skills by the students. Assessment is a means of measuring the progress of the whole process in which the teacher presents knowledge and skills effectively. At the beginning of the session, the students are assessed to analyse their educational needs and abilities and through individual counselling sessions, the individual and educational needs of the students are identified. Individual teaching plan is prepared for each student and opportunities are provided for group work. The aim of pre-practice teacher internship orientation training is to prepare the students for school based practice field and internship which will help them to prepare for school based practice field and internship. Apart from this, it is essential to become an effective teacher. In orientation training, development of communication skills is also important so that the teacher can measure the progress of the students accurately and guide them for improvement. Through group discussions and debates, students learn to present logical ideas and listen to others. They learn to speak with confidence and understand complex information easily. Essays and descriptive questions are useful for measuring analytical and creative abilities of students. Getting direct feedback from students and understanding their learning styles and interests through surveys enables customization of teaching methods, thus making the teaching process more personal and effective. Emphasis is laid on developing adequate skills in students for effective use of ICT. These activities develop leadership qualities, team work and a sense of responsibility in students, making them successful organizers. Different types of assignments are given and evaluated for the courses so that the comprehension abilities of the students can be tested. They help in enhancing the practical experience of the interns, which improves their career prospects.

Infrastructure and Learning Resources

Infrastructure and learning resources play a vital role in education which directly impacts the quality of teacher education for students. Infrastructure in Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya comprises of physical facilities including buildings, classrooms, libraries, laboratories and organizational units that support teacher learning and administrative functions. The total covered area of ??the college is 3087.76 sqmtr. Our college has classrooms for student teachers to study which include proper furniture, airy, clean and tidy facilities. As we know that libraries are storehouses of knowledge which provide access to various books, journals and digital resources. It provides opportunities for student teachers to study through research, intellectual exploration. Recreational facilities like sports, playgrounds, cultural centers etc. are essential for the overall development of students. It promotes physical health, social attraction and creativity which develop the educational experience beyond spiritual study. In the digital age, strong infrastructure is essential for modernization of education. It includes high speed internet connectivity, computers, projectors, interactive white boards, educational software. These tools are used for online study, multimedia presentation, classroom

and digital library and the college has facilities like smart classroom, computer lab, language lab, science lab, psychology lab, art and craft, play room etc. Smart classroom is an important base in the field of modern education which is able to provide education to the students. ICT facilities including Wi-Fi in the college are very important for the students and staff. The Wi-Fi network provides high-speed internet connectivity which facilitates teachers' research and project classes. Wi-Fi is also available in the student-teachers' library, classrooms, principal's room in the college. ICT facilities include computer lab, smart classroom, multimedia equipment, online learning. All these facilities enhance the educational experience and encourage digital learning. The technical team is engaged in controlling the network security and regular digital updates so that the digital infrastructure of the institute remains strong and secure.

Student Support and Progression

Baba Khetaath Mahila Shikshak Prashikshan Mahavidyalaya is an important platform for the academic and personal development of student teachers.

Regular examinations are conducted to assess academic progress. Various types of presentations are organized. Students are provided easy access to study material and resources which include library and research journals.

The college also has a Guidance and Counselling Committee for the career building of student teachers. It also appoints various subject experts and learned persons to give advice to the student teachers from time to time to guide and direct the student teachers. They provide guidance and help to student teachers for their future plans.

There are various clubs like cultural club, science club which provide opportunities to students to develop their interests and talents. Through these activities, important skills like leadership, teamwork and time management are developed in student teachers. Sports are an important part of college life. Various types of sports are organized every year in the college.

Anti-ragging and student grievance redressal committee is reconstituted every year in the college. Changes are made in the selection of members. Grievance redressal committee is an active committee which provides anti-ragging free environment to the college, which provides a cordial environment to the student teachers. A non-registered alumni association was formed in the college from the session 2022-23. Its alumni are a huge asset. They keep developing their alma mater through various types of innovations, service, advice etc. The current student teachers can benefit and be inspired by these alumni.

The college focuses on various aspects of student teacher progress and support so that they can become academically, personally and professionally empowered. Educational resources, co-curricular activities, sports the college ensures the progress and success of student teachers through emotional support, financial assistance and career guidance.

Governance, Leadership and Management

The administration of the college is transparent and decentralized. All the teachers and non-teaching staff are encouraged to actively participate and express their views for effective decision making and policy making. The leadership strives to fulfil the vision and mission of the college.

The college decentralizes its financial, academic, administrative and other functions through various

committees. The college effectively implements the institutional strategy by preparing a perspective plan which reflects the policies and administrative system of the institution, appointment and service rules etc. The working system of our institutional bodies is very efficient. The institute provides welfare measures to the teaching and non-teaching staff. Welfare measures include free ESI, PF and maternity leave for women. The college organizes programs on website development. The college has a performance appraisal system for the teachers and non-teaching staff and the budget and audit of the institute are done regularly. Focus is given on the goals and objectives to ensure contribution of every individual towards the development of the college. The college has good human and material resources adequately.

Institutional Values and Best Practices

Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya has been a pioneer institute in demonstrating best values ??and practices. The energy policy of the institute guides for energy conservation and use of alternative energy sources to meet power requirements. This policy facilitates energy saving measures and promotes clean energy resources. There is a prescribed policy and procedure for waste management which emphasizes on proper disposal of waste and environmental protection. Participation of all students and staff is ensured in this to maintain a clean and green campus. The institute's waste management practices include segregation of garbage, composting of organic waste. Water management and conservation initiatives include sustainable use of water resources, rainwater harvesting, public awareness campaigns. These efforts contribute significantly to reducing water crisis and maintaining environmental balance. The institute is committed to maintaining cleanliness, green cover and providing a pollution-free healthy environment. This effort is aimed at ensuring a safe and clean life for all. This will not only protect the environment but also the quality of life of people will also improve. This includes tree plantation and energy conservation. The institution strives to solve community practices and challenges by making good use of the local environment, local knowledge and resources. The institute has prepared a prescribed code of conduct for students, teachers, administration and staff. From time to time, programmes are organized to review their compliance with the code of conduct. Through these programmes, compliance of the code of conduct is ensured by all and improvements are also made as per requirement. Two best practices of the institute are sewing for vocational development. In order to develop scientific attitude among the students in the college, work in laboratories, use of latest techniques is encouraged through excursions and lectures. Teachers emphasize on experiential learning and practical knowledge, so that the students can develop innovative and creative thinking in the field of science.

Research and Outreach Activities

The purpose of publishing research and articles in the college is to help students to study various subjects in depth and develop their research skills. Through this, new information is also obtained. Innovation Eco System provides the facility of group study to the students. Through this, they can collaborate in various research and projects, which increases their knowledge. Innovation Eco System connects students with business opportunities. By joining this system, students also become more capable of social and community participation. In the dissemination of knowledge and research, teachers are informed about the latest innovations in education. Letter books exchange ideas among teachers. Outreach activities help in achieving educational achievements such as gaining new knowledge, skill development and increase in ability. People have to be provided awareness and education about AIDS. Through this, people get the right information about AIDS and are given appropriate awareness to live a healthy life. MoU provides benefits to both students and institutions. It provides students with opportunities for high level study in various subjects. Through MOU, institutions can provide various courses and standards in a world-class manner, which improves their

educational quality. There can be improvement in the education system. Through MoU, institutes can make their courses accessible to a larger number of students, thereby increasing the number of students. By working together, institutes and other agencies can share their opportunities and capabilities, which enhances academic activities. Students gain new experiences. Group activities provide students with collective and collaborative experiences, which enhances their social and cultural richness. Thus, in collaboration with the institute and other educational agencies, a rich and coherent academic environment can be created, which plays an important role in the overall development of students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BABA KHETANATH MAHILA SHIKSHAK PRASHIKSHAN MAHAVIDYALAYA
Address	VILLAGE- BHITERA , POST-RIWALI, TEHSIL-BEHROR,DIST-KOTPUTALI-BEHROR, RAJASTHAN
City	Village Bhitera Post Riwali Tehsil Behror
State	Rajasthan
Pin	301701
Website	https://bed.bknmvidyapeeth.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Sunita	01494-295352	9460131403	-	bknmvidyapeeth@gmail.com
IQAC / CIQA coordinator	Arun Kumar	-	9782264440	-	RAOARUN121@GMAIL.COM

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	For Women
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Rajasthan	Raj Rishi Bhartrihari Matsya University	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
NCTE	[View Document](#)	01-10-2020	60	

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	VILLAGE- BHITERA , POST-RIWALI, TEHSIL-BEHROR, DIST-KOTPUTALI-BEHROR, RAJASTHAN	Rural	22.75	3087.76

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,Education	24	Graduation	English,Hindi	100	92

Position Details of Faculty & Staff in the College

	Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				16			
Recruited	0	0	0	0	0	0	0	0	4	12	0	16
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				16			
Recruited	0	0	0	0	0	0	0	0	4	12	0	16
Yet to Recruit	0				0				0			

	Non-Teaching Staff			
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				5
Recruited	3	2	0	5
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	3	2	0	5
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	7	0	8
M.Phil.	0	0	0	0	0	0	0	1	0	1
PG	0	0	0	0	0	0	4	12	0	16
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	89	3	0	0	92
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	19	18	18	12
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	19	19	16	14
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	44	50	41	47
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	6	3	12	11
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	11	8	9	6
	Others	0	0	0	0
Total		99	98	96	90

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Institute follows all rule and regulations, curriculum, syllabus and exam pattern determined by the NCTE, Govt. of Rajasthan and RRBM University, Alwar. The Syllabus of Two year B.Ed.

	program is based on multidisciplinary approach. In this way the teacher trainees obtain interdisciplinary knowledge that helps in their professional development.
2. Academic bank of credits (ABC):	All the students of current academic session are registered on ABC (Academic bank of credits) portal. Every student has unique ABC ID number.
3. Skill development:	The institute implements skill developments practices and exercises as micro teaching skill. The micro teaching cycle is compulsory for all the trainees and it is the fundamental practice to develop their teaching skills. Further, many co curricular activities are organized as literary competition and indoor-outdoor activities and field visit for their skill development.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	There is no facilities are available for appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)
5. Focus on Outcome based education (OBE):	The institute focused on outcome based education system. All the faculty members evaluate the students on behalf of their training outcomes and assess them according to their teaching practices and outcomes of co-curricular activities.
6. Distance education/online education:	There is no provision of distance education or online education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Not Applicable
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Not Applicable
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of	Not Applicable

ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Not Applicable
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	All the students above 18 years are enrolled as voters by the efforts of college and by themselves.

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
197	195	189	177	169
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	100	100	100	100
File Description			Document	
Letter from the authority (NCTE / University / R			[View Document](#)	
Institutional data in prescribed format			[View Document](#)	

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
64	64	64	64	64
File Description			Document	
Institutional data in prescribed format			[View Document](#)	
Central / State Govt. reservation policy for adm			[View Document](#)	

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
97	96	90	86	78

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

1.5

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

2022-23	2021-22	2020-21	2019-20	2018-19
97	96	90	87	78

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

1.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
100	99	99	91	91

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

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	14	14	15	13

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	16	16	16	16
File Description		Document		
University letter with respect to sanction of p		[View Document](#)		

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
34.88	14.94	8.36	13.27	10.25
File Description		Document		
Audited Income Expenditure statement year wise d		[View Document](#)		

3.2

Number of Computers in the institution for academic purposes..

Response: 36

File Description	Document
Invoice bills of purchase of computers	[View Document](#)
Copy of recent stock registers	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

Curricular aspects of the B. Ed. course at Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya are governed by Raj Rishi Bhartrihari Matsya University, Alwar, Rajasthan as it is an affiliated college. Along with this, the broader vision and goals of the college are also kept in mind for effective implementation of the curriculum. We have various well-structured processes that enable communication and dialogue between various stakeholder groups and the University in the larger social context. IQAC conducts a meeting at the beginning of every academic year to verify the syllabus of all the subjects from the affiliated university and accordingly, the teaching plan and academic calendar are prepared. College level committees prepare broad guidelines and frameworks to suit the requirements of various courses under B.Ed. Departmental meetings are held at the departmental level before the commencement of B.Ed. In the second year, the implementation of courses in teaching focus, class assignments, internal assessment, use of reference materials, and teaching aids for teachers is discussed and planned. The college has a practice of inviting external experts to ensure the quality of education and fairness in the teaching-learning process. The institute also focuses on mid-term curriculum planning meetings to ensure that plans are being followed appropriately or if any changes are needed.

The feedback is taken from the students at the end of the session lets us know what improvements or modifications need to be made to make the teaching process and content more student-friendly. Being an affiliated institution of RRBMU University Alwar, we do not have the right to modify or remove the content, but we provide our feedback to the University every year based on the views received from experts, employers, teaching practice schools, students, and alumni. So that necessary action can be taken by the University. In the institute, we have also designed a module on skill development and value education as per the local demand which is an additional input and helps us in the general development of the area.

File Description	Document
Plan developed for the last completed academic year	[View Document](#)
Paste link for additional information	[View Document](#)

1.1.2

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

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

1.   **Faculty of the institution**

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

3.   **Schools including Practice teaching schools**

4.   **Employers**

5.   **Experts**

6.   **Students**

7.   **Alumni**

Response: B. Any 4 of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	[View Document](#)
List of persons who participated in the process of in-house curriculum planning	[View Document](#)
Data as per Data Template	[View Document](#)

1.1.3

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

1.   **Website of the Institution**

2.   **Prospectus**

3.   **Student induction programme**

4.   **Orientation programme for teachers**

Response: B. Any 3 of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 62.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	16	16	14	15

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

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

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

1.2.2

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

Response: 0.2

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

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

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

1.2.3

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

Response: 2.37

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

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

File Description	Document
List of the students enrolled in the value-added course as defined in 1.2.2	[View Document](#)
Course completion certificates	[View Document](#)

1.2.4

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

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

Response: B. Any 3 of the above

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

1.2.5

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

Response: 0

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

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

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

A fundamental or coherent understanding of the field of teacher education. Various efforts are made by the institute to give understanding about the field of teacher education like induction/orientation program is conducted for newly admitted students in which they are made aware about the PLO of B.Ed. programme, introduction to the curriculum as the course is conducted, students are exposed to the theory curriculum as well as all the practical aspects included in their pedagogy curriculum and curriculum. All this is directed to them by the principal of the institute. In the same direction, expert talks are arranged for the students and resource persons like principals of various colleges, members of various reputed organizations from the field of teacher education are invited who provide the students with the opportunity to impart teacher education through talks, procedural knowledge. Create awareness about the field.

Procedural knowledge that equips teachers with different levels of schooling skills that are specific to one's chosen specialization. The curriculum followed by the institute affiliated to Raj Rishi Bhartrihari Matsya University, Alwar helps students to acquire systematic knowledge and develop various skills through skill development programs like courses which include micro learning like introduction skills, explanation skills, question asking skills, reinforcement skills, blackboard skills etc. Skills are involved Encouraging conversation, organizing group discussions, problem solving, providing opportunities for self-expression and reflection, promoting self-learning, facilitating understanding, all the activities included in these courses are implemented appropriately which Helps in all round development of our student teachers. This process was followed systematically every year. The ability to benefit from what has been learned and apply the skills acquired. The curricular aspects of the courses at the institute are controlled by RRBMU which provides application based learning opportunities to the student teachers. Through various courses such as Teaching Learning Skills which include reading and reflection on the path, it enables student teachers to enhance their capabilities. Another part of the curriculum which is very essential in today's scenario is learning how to use computers. This course provides an opportunity to student teachers to learn and prepare multimedia presentations which is an essential requirement of their professional life. Skills competencies like emotional intelligence, critical-Thinking, conversation and communication skills, cooperation with others etc. develop.

The various courses offered at the institute focus on developing skills and competencies in the students. The Understanding Self course to develop emotional intelligence focuses on aspects of inner self development, revisiting the influences, limitations and possibilities of one's childhood experience as well as one's own childhood and the childhood experiences of one's peers. Research projects are undertaken by students where students work on solving problems and develop their critical thinking. In education, communication skills are developed through drama and art courses. Students are given many opportunities to collaborate with others by taking part in surveys that are part of various courses and organizing exhibitions with peers.

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

1.3.2

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

Response:

The objective of the college is to produce such skilled teachers who not only have teaching skills and competencies but are also aware of the school system in which they have to work. In this streamline students were made aware about the development of the school system in India by giving them information about various commissions, policies or acts. They were made aware about popular boards in India like CBSE Board, Bhiwani Board Haryana, BSER Ajmer, Delhi Board Delhi. After giving information to the students about all these important aspects of diversity in school education in India, they are assigned different group activities so that they can do teamwork and explore these aspects in more detail. In this regard a departmental meeting is organized to plan the activities and assign the activities to the students. For this purpose students are randomly divided into groups according to their registration number and a total of four activities are planned a project, seminar, group discussion and a multimedia presentation through which the task is successfully completed. The subjects included in this line are:-

1. Project on the development of school system in India after independence.
2. Seminar on diversity of school system in India with respect to functioning of various boards of school education, standard norms, evaluation system.
3. Group discussion on state-wise changes in school system in India.
4. Multimedia Presentation on International and Comparative Perspective of School System in India the following subjects are organized randomly in groups and the allotted faculty guides the students about everything that is expected from the students. Students are provided guidance as and when required.

On completion of the activities, students and teachers become familiar with the diversity of the school system in Indian and international and comparative perspective. Presentations were given on various boards by Resource Person Dr. Gajendra Principal in the session 2023-24. He told about various boards like RBSE Ajmer, Haryana Board Bhiwani, CBSE Board Delhi, Delhi Board Delhi. The perspective of international schools was also discussed with him. Students were shown comparative study charts between different boards and IP addresses were also shared with students of different boards to give them more information about the boards. Student teachers were asked to prepare a practical file of comparative study for the board. He was allotted the topic Variations and Comparative Perspectives in Indian and International School Systems for the file.

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

1.3.3

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

Response:

The designed curriculum helps the students to understand the interrelationship of various learning activities and helps them to continuously prepare themselves as they move from lower classes to higher classes and prepare completely for the professional field in B.Ed. 2nd year. In this direction, many practical courses are offered to girl students from their B.Ed. first year onwards, in which the focus is on micro teaching skills like orientation skills, explanation skills, question asking skills, reinforcement skills, blackboard skills etc. with example, encouragement and reinforcement. After this, integration lessons are introduced to enhance the learning skills of the students. They are given the opportunity to practice various learning skills in an integrated manner.

In the B.Ed. second year, these student teachers move up to a higher level and get involved in field work, where student teachers have to plan and conduct lessons of 30 minutes duration in schools under the guidance of teacher trainers. Here the emphasis is on the use of appropriate teaching aids, models of teaching, games, questions, pictures, scope for active participation of students. During this practice teaching, 4 weeks internship of B.Ed. first year and 16 weeks internship of B.Ed. second year is conducted in which all the student teachers go for internship. During the internship, study of time table, year plan of schools, curricular activities conducted in the school, morning assembly and observation of school facilities like school display boards, science laboratory, library, playgrounds and sports facilities, computers etc. Activities included. The work of laboratory, geography room, drawing room, music room has been completed.

In the second year the level of learning becomes even higher. This internship is conducted in schools for 16 weeks. The activities that our student teachers have to do are taking class attendance and preparing reports, making efforts by the school to increase attendance, evaluating class homework/assignments/general, applying creative approach to any one unit Planning and conducting twenty lessons on the topic. Conducting any activity to determine and enhance students' knowledge and develop students' interest on any project, designing and implementing a unit test including essay type, short answer type and objective type test items and guidance To prepare and evaluate under. Teacher responsibilities in schools include answer sheets, presentation and interpretation of results, giving feedback to students, along with student teachers having to plan and conduct 20 lessons per subject.

Using creative approach in teaching B.Ed. 2nd year, preparing test items, learning about different registers in office, organizing assemblies and writing bulletin boards, Organizing co-curricular and health related activities, conducting interviews of the principal to know more about the functioning of the school, innovative practices etc. To enable one to reflect on the experiences gained during the course. This reflection provides analysis and insight into the student teacher's process of discovery and teaching

improvement. Thus all these activities which go from bottom to top level prepare the students for their professional field.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: A. All of the above

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

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

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

04-12-2024 12:05:58

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 96

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

2.1.2

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

Response: 76.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
49	49	49	49	49

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

2.1.3

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

Response: 3.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	4	6	2	0

File Description	Document
List of students enrolled from EWS and Divyangjan	[View Document](#)
Data as per Data Template	[View Document](#)
Certificate of EWS and Divyangjan	[View Document](#)

2.2 Honoring Student Diversity

2.2.1

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

Response:

The college prioritizes understanding the individual needs and aspirations of its students, commencing with comprehensive counseling sessions at the time of admission. Through these sessions, students are

acquainted with the college curriculum, internal assessment methodologies, and the array of facilities available on campus. Diverse student profiles are identified using a multi-faceted approach, including Diagnostic Aid Learning Readiness Tests, previous academic records, class participation, and talent identification initiatives conducted during the admission process.

Academic support stands at the forefront of the college's initiatives, with a dedicated Student Counseling and Remedial (SCR) center offering a spectrum of resources. These include guest lectures, workshops, seminars, group discussions, and remedial classes tailored to address individual learning needs. Additionally, supervised study sessions and collaborations with external agencies further enrich the academic experience. Access to a well-stocked library and state-of-the-art computer resource center ensures that all students have equitable access to learning materials.

Specialized remedial classes cater to the needs of students requiring additional support, particularly those identified as slow learners. Recognizing the growing demand from students educated in Hindi medium schools, the college offers remedial English and Hindi classes, bridging linguistic gaps and fostering inclusivity.

For advanced learners, opportunities abound to foster continued growth and development. The curriculum provides access to open educational resources, while participation in various events and project-based initiatives enables students to showcase their talents and further their academic pursuits. Seminars and workshops serve as platforms for intellectual exchange and collaborative learning.

Peer-to-peer interaction is cultivated as an integral component of the student experience. Through diverse modes of communication, students engage in meaningful dialogue, leveraging each other's strengths and experiences. This fosters a supportive peer network, promoting social bonding, a sense of belonging, and positive self-concept.

The objectives of peer-to-peer activities are multifaceted. They aim to nurture supportive peer networks, provide positive role models, and reinforce learning through reciprocal teaching. Microteaching sessions offer a platform for students to share knowledge and skills within small groups, while classroom teaching initiatives facilitate peer-led learning experiences. In this dynamic environment, advanced learners mentor their peers, fostering collaboration and mutual growth across diverse student profiles.

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

2.2.2

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Response: E. Any 1 or none of the above

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

2.2.3

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

Response: Only when students seek support

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

2.2.4

Student-Mentor ratio for the last completed academic year

Response: 15.15

2.2.4.1 **Number of mentors in the Institution**

Response: 13

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya has developed a comprehensive mechanism to enable student teachers to adopt the concept of transaction in education. This approach fosters extensive interaction and cooperation among student teachers, promoting a collaborative learning environment. Our education system integrates various activities such as experiential learning, cooperative education, query resolution, critical thinking, central group discussions, and online learning modes to enhance the learning experience.

Systematic Micro-Teaching

We have implemented systematic demo and practice sessions for micro-teaching. These sessions are conducted in simulated environments to prepare student teachers for real-world teaching scenarios. Additionally, students participate in field visits to places like NCERT, National Science Centre, and Mother Dairy, as well as book fairs, gaining hands-on experience in promoting digital awareness and forming book clubs.

Collaborative Learning

To ensure a student-centric education, our institute organizes guest lectures and workshops, encouraging students to conduct classroom seminars, create teaching-learning materials, and organize exhibitions. These activities foster participatory learning and help students develop essential teaching skills.

Problem-Solving Methods

Students are provided with opportunities and guidance to conduct research and case studies as part of their curriculum. This hands-on approach allows them to apply theoretical knowledge to real-world problems, enhancing their problem-solving abilities and critical thinking skills.

Creative Expression

We promote creative expression through activities like poetry writing, encouraging students to articulate their ideas and generate original thoughts. These sessions help students explore their creativity and

improve their writing skills.

Focus Group Discussions

Our training programs incorporate the lecture-cum-discussion method, allowing students to enhance their learning by contributing their ideas and knowledge. Teachers facilitate these sessions, ensuring productive and insightful discussions that reinforce learning and encourage active participation.

Online Learning-

Recognizing the importance of digital literacy, we have embraced online learning modes to complement traditional classroom instruction. Online classes are conducted via platforms like Zoom and Google Meet, utilizing tools such as blogs, WhatsApp groups, and e-resources. Teachers share various links and materials with students to enhance their learning experience. Additionally, students are given opportunities to conduct online surveys, familiarizing them with digital tools and teaching them effective data analysis.

Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya is committed to providing a holistic and innovative educational experience. Through a blend of traditional and modern teaching methods, we aim to equip our student teachers with the skills and knowledge needed to excel in the dynamic field of education. Our focus on experiential learning, collaboration, problem-solving, creative expression, and digital literacy ensures that our graduates are well-prepared to meet the challenges of contemporary education.

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

2.3.2

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

Response: 0

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

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

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

2.3.3

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

Response: 0

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

File Description	Document
Programme wise list of students using ICT support	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.4

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

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

Response: C. Any 2 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	[View Document](#)
Geo-tagged photographs wherever applicable	[View Document](#)
Data as per Data Template	[View Document](#)

2.3.5

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

Response:

Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya is dedicated to fostering the professional development of both student teachers and faculty members. The college's conducive work culture supports the continuous growth and potential of its academic community, offering a variety of opportunities and resources to enhance teaching effectiveness and mentorship.

Professional Development Opportunities- The college provides numerous opportunities aimed at the professional development and capacity building of both teachers and student teachers. Faculty members are encouraged to adopt high-quality teaching practices that respect diversity and create inclusive classroom environments. These practices are enriched through ongoing guidance and a supportive, friendly environment that facilitates conversations on topics essential to personal, social, and academic success for all students.

Mentorship and Guidance-A key component of the college's approach is the mentorship program. Each faculty member is assigned a group of student teachers to supervise and guide in their academic activities. This mentorship extends beyond academic matters, encompassing personal issues as well. The mentor acts as the first point of contact for students seeking guidance and advice, providing support throughout their academic journey.

Mentors play a crucial role in understanding the individual challenges faced by students, particularly those from rural backgrounds. They work closely with these students to boost their confidence and help them integrate into the mainstream academic environment. Regular interactions with guardians and parents are also part of the mentorship program, ensuring a comprehensive support system for the students.

Inclusive Environment and Support-To create an inclusive and supportive environment, the college places a strong emphasis on recognizing and addressing the unique needs of all students. Girl teachers from rural areas are particularly encouraged to participate actively in the college community. They are provided with ample opportunities throughout the academic session to identify and nurture their interests and abilities. This targeted support helps in enhancing their confidence and preparing them for successful careers in teaching.

Enhancing Teaching Practices-Faculty members are continually guided to improve their teaching methodologies. They are encouraged to engage in professional development activities, such as workshops, seminars, and conferences, which keep them updated with the latest educational trends and practices. This ongoing professional development ensures that faculty members are well-equipped to mentor student teachers effectively, fostering an environment of excellence in teaching and learning.

Academic and Personal Development-The college's comprehensive approach to student development includes addressing both academic and personal issues. Mentors provide personalized guidance and support, helping students navigate their academic responsibilities while also addressing any personal challenges they may face. This holistic approach ensures that students are well-rounded and prepared for their future roles as educators. By providing the necessary resources and support, the college ensures that its graduates are well-prepared to meet the demands of the teaching profession and contribute positively to the academic community.

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

2.3.6

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

1. **Special lectures by experts**

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

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

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

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

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

Response: B. Any 4 of the above

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

2.3.7

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

Response:

At Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya, the teaching-learning process is meticulously designed to foster creativity, innovation, intellectual and thinking skills, empathy, and essential life skills among students. This holistic approach ensures that our students not only excel academically but also develop into well-rounded individuals equipped to face the challenges of the modern world.

Creativity and Innovativeness:-

Our curriculum is structured to encourage creative thinking and innovation. Students are engaged in a variety of activities such as project-based learning, art and craft workshops, and problem-solving exercises. These activities stimulate their imagination and encourage them to think outside the box. By integrating creative assignments and encouraging original ideas, we ensure that students develop the ability to approach problems from different perspectives and come up with innovative solutions.

Empathy and Life Skills:-

Empathy and emotional intelligence are crucial in today's interconnected world. Through activities such as group discussions, community service projects, and role-playing exercises, students learn to understand and appreciate different perspectives. These activities help in building strong interpersonal relationships and fostering a sense of social responsibility.

Intellectual and Thinking Skills:-

Critical thinking and intellectual growth are central to our teaching philosophy. We employ diverse teaching methods, including debates, case studies, and research projects, to challenge students intellectually. These methods encourage analytical thinking, logical reasoning, and the ability to synthesize information from various sources. Regular assessments and reflective exercises further help in honing these skills, ensuring that students are not just passive recipients of knowledge but active participants in their learning journey.

Additionally, life skills such as effective communication, teamwork, time management, and stress management are integral parts of our curriculum. Workshops and seminars on these topics are regularly conducted to prepare students for real-world challenges. By providing a supportive environment and opportunities for personal growth, we ensure that our students develop the resilience and adaptability needed to thrive in diverse settings.

The teaching-learning process at Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya is committed to nurturing all aspects of student development. By fostering creativity, innovativeness, intellectual and thinking skills, empathy, and life skills, we prepare our students to become not only successful professionals but also compassionate and responsible members of society. This comprehensive educational approach equips our students with the tools they need to contribute positively to their communities and the world at large.

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

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional

areas through specially designed activities / experiences that include

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

Response: E. Any 1 or none of the above

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

2.4.2

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

1. Formulating learning objectives

2. Content mapping

3. Lesson planning/ Individualized Education Plans (IEP)

4. Identifying varied student abilities

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

Response: D. Any 2 or 3 of the above

File Description	Document
Reports and photographs / videos of the activities	[View Document](#)
Documentary evidence in support of each selected activity	[View Document](#)
Data as per Data Template	[View Document](#)
Attendance sheets of the workshops/activities with seal and signature of the Principal	[View Document](#)

2.4.3

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

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

Response: B. Any 3 of the above

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

2.4.4

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

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

Response: A. All of the above

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

2.4.5

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

1. **Preparation of lesson plans**

2. **Developing assessment tools for both online and offline learning**

3. **Effective use of social media/learning apps/adaptive devices for learning**

4. **Identifying and selecting/ developing online learning resources**

5. **Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: E. Any 1 or none of the above

File Description	Document
Documentary evidence in respect of each response selected	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

2.4.6

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

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

Response: B. Any 4 of the above

File Description	Document
Report of the events organized	[View Document](#)
Photographs with caption and date wherever possible	[View Document](#)
Documentary evidence showing the activities carried out for each of the selected response	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: C. Any 2 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	[View Document](#)
Data as per Data Template	[View Document](#)

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The probable dates for the commencement of the internship program are displayed in the college's annual calendar. Staff meetings are held to finalize these dates and prepare a detailed timetable.The internship program is systematically planned according to the university syllabus. Schools for student teachers' internships are selected through an online portal issued by the State Government. Once schools are allotted, student teachers complete their internships at the designated schools. They receive detailed instructions and are required to complete all internship tasks.The program aims to develop student teachers' understanding, capacity, and skills in classroom teaching, classroom management, and organizing school-based and community-based learning activities.Teacher trainers conduct regular lesson observations to monitor progress. They check whether student teachers have implemented the improvements suggested during previous observations. Based on these observations, trainers provide

necessary feedback and instructions to help student teachers refine their teaching practices.Teacher supervisors evaluate both the activities of the student teachers and the guidance provided to them. At the end of the internship, the head of the respective school certifies the completion of the program.In planning the internship, the institute ensures that student teachers gain a comprehensive understanding of the rules and functions of a school. This structured approach provides student teachers with valuable practical experience, preparing them well for their future roles in education.

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

2.4.9

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

Response: 1.07

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

Response: 91

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

2.4.10

Nature of internee engagement during internship consists of

1. **Classroom teaching**
2. **Mentoring**
3. **Time-table preparation**
4. **Student counseling**
5. **PTA meetings**
6. **Assessment of student learning – home assignments & tests**
7. **Organizing academic and cultural events**
8. **Maintaining documents**

9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: E. Any 1 or none of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

During the internship program at Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya, student teachers are meticulously assigned to various schools in alignment with state government guidelines. This process begins with the college principal issuing a certificate to each student, which officially releases them from their regular academic responsibilities and allows them to commence their internship.

Upon arriving at their designated schools, the student teachers are tasked with fulfilling their internship obligations by completing the required number of working days. It is essential for them to diligently maintain their attendance throughout this period, as it is a critical component for the validation of their internship experience. The schools play a crucial role in monitoring and recording the attendance of these student teachers to ensure compliance with the internship requirements.

As the internship period concludes, the student teachers must obtain an attendance certificate from the school where they have been serving. This certificate not only verifies their attendance but also confirms that they have completed the necessary tasks and responsibilities assigned to them during the internship. This document serves as a testament to their dedication and adherence to the internship program's requirements.

Subsequently, the student teachers submit their attendance certificates to Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya. This submission is a formal step to confirm the completion of their internship obligations. The entire process, from the initial allocation of schools to the final submission of attendance certificates, is rigorously conducted in accordance with the established rules and regulations set forth by the state government.

This structured and systematic approach ensures that all student teachers gain invaluable practical experience. By adhering to these guidelines, the institution guarantees that its student teachers meet the professional standards necessary for their future teaching careers. This comprehensive process not only enhances their skills and knowledge but also prepares them to excel in their roles as educators.

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

2.4.12

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

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

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

Response: E. None of the above

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

2.4.13

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

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

Response: E. None of the above

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

2.5 Teacher Profile and Quality

2.5.1

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

Response: 86.25

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

2.5.2

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

Response: 57.97

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

Response: 8

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

2.5.3

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

Response: 9.69

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

Response: 126

File Description	Document
Copy of the appointment letters of the fulltime teachers	[View Document](#)

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

The dedication of our College lecturer to education, social service, and technological advancement significantly enriches the academic and social environment at Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya. Through the lecturer's continuous professional development, exemplified by the attainment of a PhD degree, our institution ensures that the quality of education provided to our students remains exceptional. This academic achievement not only enhances the lecturer's expertise but also serves as an inspiration for students, showcasing the importance of lifelong learning and professional growth. Regular participation in seminars and workshops keeps the lecturer abreast of the latest pedagogical trends and innovations, ensuring that teaching methods are always effective and relevant.

In addition to professional development, the lecturer's active involvement in research paper writing plays a crucial role in advancing educational theories and practices. By contributing to academic literature, the lecturer helps shape the future of education, providing valuable insights and data that can be used to improve teaching strategies and student outcomes. This scholarly work underscores the lecturer's commitment to academic excellence and the continuous improvement of educational practices.

Beyond the realm of academia, the lecturers at Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya are deeply committed to social service. Their collaboration with NGOs such as Mera Adhikar NGO and the Mahila Adhikar and Vikas Foundation Trust reflects a strong dedication to community service and social justice. These partnerships enable the lecturers to engage in initiatives that empower marginalized groups and advocate for equitable social change. The recognition of one of our female lecturers with the prestigious Iron Lady Award for her significant contributions to society highlights the vital role educators play in promoting women's rights and contributing to societal development. This accolade is a testament to her dedication and impact, illustrating how educators can work tirelessly to improve lives and champion causes that lead to a more equitable society.

Technological integration is another cornerstone of our institution's approach to education. Our lecturer's efforts in developing a comprehensive understanding of modern technological tools among students and teachers ensure that the learning experience is both innovative and relevant. Utilizing the smart class computer room for innovative experiments and the adoption of new technologies in teaching, the lecturer prepares students for a technologically advanced future. Regularly organized lectures by subject experts provide valuable learning opportunities, keeping both students and faculty informed about the latest developments and best practices in various fields.

Through these multifaceted efforts, the lecturer not only enhances the quality of education at Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya but also contributes to broader societal goals. The combination of academic excellence, social service, and technological integration underscores our commitment to producing well-rounded, socially responsible, and technologically adept educators. These educators are prepared to make a positive impact in their communities and beyond, embodying the values and mission of our institution.

File Description	Document
Documentary evidence to support the claims	[View Document](#)
Any other relevant information	[View Document](#)

2.6 Evaluation Process

2.6.1

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

Response:

The institute is committed to ensuring the academic success and comprehensive development of its students through a robust Continuous Internal Evaluation (CIE) system. This system is meticulously designed to assess and enhance student learning consistently throughout the academic year, providing a clear picture of their progress and areas for improvement.

Purpose and Objectives:-

The primary objective of the CIE system at our institution is to provide continuous feedback to students and faculty, ensuring that the learning process is dynamic and responsive. This ongoing evaluation helps identify strengths and weaknesses in students' understanding and skills, allowing for timely intervention and support. Additionally, CIE aims to promote a deeper engagement with the course material, encouraging students to consistently apply themselves and stay motivated.

Components of the CIE System:-

1. Regular Assessments:-

   The CIE system includes a variety of regular assessments, such as quizzes, class tests, assignments, and presentations. These assessments are conducted at frequent intervals to monitor student progress continuously. The diverse range of assessment methods ensures a comprehensive evaluation of both theoretical knowledge and practical skills.

2. Formative Feedback:-

   Formative feedback is a crucial element of our CIE system. Instructors provide constructive feedback on each assessment, highlighting areas where students excel and where they need improvement. This feedback is essential for guiding students on their learning journey, helping them understand their mistakes and learn from them.

3. Midterm and End-term Evaluations:-

   In addition to continuous assessments, midterm and end-term evaluations are conducted to gauge the overall progress of students. These evaluations are comprehensive, covering all aspects of the curriculum and ensuring that students are well-prepared for final examinations. The implementation of the CIE

system has significantly enhanced the quality of education. It has created a culture of continuous improvement, where students are encouraged to strive for excellence consistently. The regular assessments and feedback have helped in early identification of learning gaps, allowing for timely remedial actions.

Furthermore, the CIE system has fostered a more interactive and engaging learning environment. Students are more involved in their learning process, actively participating in various activities and taking responsibility for their academic growth. This active engagement has led to better retention of knowledge and a deeper understanding of the subject matter. The institute has a strong continuous internal assessment system. The main features are monthly classroom training of each subject, during class interactions, group discussions, seminars and presentations by students and rubrics used for evaluation of the same.

Internal assessment training programs are prepared as per the university and are informed to the students in advance. The internal assessment criteria of University are followed for distribution of marks in each subject. There is complete transparency in internal assessment. The internal assessment time table once prepared is displayed on the notice board. Student teachers maintain their portfolio in the Student Teacher Diary, duly signed by their teacher-in-charge, to record all their academic, co-curricular and curricular activities. The Internal Assessment Committee interacts face to face. Mentions in his diary confirm his participation in various activities.

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

2.6.2

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

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

Response: D. Any 1 of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

To address examination-related grievances, the institute's Examination Committee ensures timely resolution of any issues. At the end of each year, the college displays internal assessment marks on the notice board, allowing every student to view their total assessed marks. Students can report any discrepancies within a specified time period.

Faculty members handle grievances related to internal assessment marks. The internal examinations include class tests, assignments, projects, session works, and presentations. Student teachers are given various opportunities to showcase their abilities, knowledge, and creativity through these assessments.

This structured approach ensures transparency and fairness in the assessment process, providing students with a clear avenue to address any concerns about their marks. By regularly reviewing and resolving grievances, the institute upholds the integrity of the evaluation system and supports the academic development of its student teachers.

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

2.6.4

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

Response:

The academic calendar at Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya fosters a structured environment of learning and discipline, guiding all stakeholders through a visionary program aimed at the holistic development of student teachers.

Prepared by the Academic Committee, the calendar outlines key dates for all programs, including the start date, the total number of working days and holidays, internship schedules, and end examination dates. The college adheres strictly to this calendar, ensuring that all activities are organized according to the specified dates.

The calendar is comprehensive, detailing orientation programs, cultural activities, internal examinations, special days, workshops, and practice teaching programs. Once drafted, the academic calendar is reviewed by the Internal Quality Assurance Cell (IQAC) for their input and subsequently finalized. This finalized calendar is then uploaded to the college website and prominently displayed on the notice board and other strategic locations at the beginning of the academic session.

Students are thoroughly briefed on the academic calendar to ensure they are aware of important dates and activities. This systematic approach helps faculty members in planning their course delivery, research work, and academic and co-curricular activities efficiently. It also facilitates the supervision and monitoring of course completion and other academic activities.

By maintaining a well-structured academic calendar, Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya ensures a cohesive and well-organized academic year, promoting a disciplined and enriching learning environment for both students and faculty.

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

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The structured implementation of Program Learning Outcomes (PLO) and Course Learning Outcomes (CLO) at Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya plays a pivotal role in shaping well-rounded and competent educators. The institution's commitment to fostering comprehensive education and professional development is evident through its meticulously designed PLO and CLO for the B.Ed course, ensuring that student teachers acquire the skills and knowledge essential for their teaching careers.

Program Learning Outcomes (PLO):

The various activities and programs under PLO are integral to the intellectual and personal growth of student teachers. The Student Induction Program is a crucial first step, helping new students acclimate to the college environment, understand the curriculum, and familiarize themselves with the plethora of academic and extracurricular opportunities available. This initial orientation lays a solid foundation for their journey at the institution.

Similarly, the Teacher Orientation Program is designed to support new faculty members by equipping them with effective teaching strategies and acquainting them with the college's educational philosophy and expectations. This program ensures that faculty are well-prepared to deliver high-quality education and guidance to their students.

Regular seminars play a significant role in keeping students abreast of current educational trends, research findings, and innovative teaching methodologies. These seminars, often featuring guest speakers and experts from various educational fields, provide a platform for students to expand their knowledge and stay updated with the latest developments in education.

Literary and cultural programs, including debates, essay competitions, and quizzes, are essential in promoting critical thinking, effective communication, and cultural awareness among students. These activities not only enhance academic skills but also foster teamwork, creativity, and self-expression, contributing to the overall personal growth of student teachers.

Course Learning Outcomes (CLO):

The CLO for the B.Ed course focuses on developing and refining the teaching skills of student teachers through practical and experiential learning opportunities. Micro Teaching allows students to practice and improve their teaching techniques in a controlled environment, focusing on specific skills and providing immediate feedback for continuous improvement.

The Teaching Practice Program offers student teachers the opportunity to engage in real classroom teaching experiences, applying theoretical knowledge in practical. This hands-on practice is essential for building confidence and competence in teaching, preparing them to handle real-life classroom situations effectively.

The Internship Program provides extended teaching experiences in schools, allowing student teachers to immerse themselves in the teaching profession, understand school culture, and develop professional relationships. This immersive experience is invaluable in shaping their professional identities and understanding the nuances of the teaching profession.

Open Session Programs offer a platform for student teachers to demonstrate their teaching skills and receive constructive feedback from peers and faculty. These sessions foster an environment of continuous learning and improvement, encouraging students to strive for excellence.Comprehensive evaluation methods, including formative and summative assessments, are employed to monitor and enhance the progress of student teachers.

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

2.7.2

Average pass percentage of students during the last five years

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
97	96	90	86	78

File Description	Document
Result sheet for each year received from the Affiliating University	[View Document](#)
Data as per Data Template	[View Document](#)
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	[View Document](#)

2.7.3

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

Response:

The institute monitors the cognitive and professional status of student teachers. Documented and used by the institute for improvement in several ways.

Evaluation Process the program outcomes and specific outcomes of the programs are evaluated with the help of the curriculum outcomes of the respective program through a direct evaluation process

This is achieved through university examinations, internal and home assignments, class tests, field tests and session work. The faculty records the performance of each student throughout the year. Minimum attendance of student teachers will be 80% for all course work and 90% for school internship.

Under the examination, the student teachers are assessed in the form of internal assessment for 20% of the total marks and 80% marks for external assessment. The student teachers are given internal assignments which are mostly in line with the program results of the respective subject. The external assessment is carried out by the University. The paper carrying 100 marks is divided into two parts 80 marks for external written examination and 20 marks for internal assessment.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 96.91

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

Response: 94

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document
Any other relevant information	View Document

2.7.5

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

Response:

Our organization has implemented a number of systems to assess the learning needs of student teachers. The Institute organizes an orientation program for girl students every year at the beginning of the new batch to assess the needs and aspirations of the students, the principal, the parents and the students at the time of admission. Conducts aptitude tests to measure the intellectual skills of new student teachers at the entry level into the institute along with curriculum, internal assessment methods and post-curricular activities, rules and regulations

To discover the hidden talents and hidden abilities of the girl students, various types of talent hunt programs are organized in various fields like drama, literature and art. Teacher trainers assess students' learning needs through regular classroom testing. Students' achievement is measured in their scores on these tests. Those scoring less than 70% are provided extra support to improve their performance in college subjects. Teachers organize classes for weak students to improve their skills and abilities. On the basis of class tests and internal tests, slow learners are identified and they provide remedial education. Student teachers receive reading material, many articles, homework and assignments are handed over to them. At the end, rest examinations are conducted to check the knowledge acquired in the class. The faculty coordinates with the parents of the slow learners to cater to their needs. They are evaluated on the basis of various activities undertaken during the internship i.e. record keeping, action research, conducting extra-curricular activities.

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

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.63

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

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

3.1.2

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

Response: 0

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

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

3.1.3

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

1.Seed money for doctoral studies / research projects

2. Granting study leave for research field work

3. Undertaking appraisals of institutional functioning and documentation

4. Facilitating research by providing organizational supports

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

Response: E. None of the above

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

3.1.4

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

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

Response: D. Any 1 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	[View Document](#)
Documentary evidences in support of the claims for each effort	[View Document](#)
Details of reports highlighting the claims made by the institution	[View Document](#)

3.2 Research Publications

3.2.1

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

Response: 0.43

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	0	0	0

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

3.2.2

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

Response: 0.07

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

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

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

3.3 Outreach Activities

3.3.1

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

Response: 5

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	0	0	4	4

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

3.3.2

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

Response: 15.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	0	0	59	44

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

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 41.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
128	107	0	122	31

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

3.3.4

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

Response:

Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya organizes outreach activities in the community with active participation of student teachers in various areas. Health awareness program deals with social issues, women empowerment etc.

National Clean India Campaign:-

Student teachers organized awareness programs for health awareness programs, women health care, right to vote etc. The Institute organizes rallies in the villages around the college to make people aware about social issues. To coordinate voluntary aspects like campus cleaning, plastic awareness campaign and tree plantation to ensure cleanliness in and around the student-teacher household, to increase awareness about environmental cleanliness and to support the National Swachh Bharat Abhiyan.

Free Medical Camp:-

Voluntary organizations are providing free medical services in the premises of the institute during the Citizenship Training Camp. Student teachers are actively involved in identifying patients and providing assistance to them.

Rally:-

The organization organizes rallies to raise widespread awareness among the public about various contemporary issues like plastic awareness, cleanliness drive, blood donation, AIDS Day, gender sensitization, voter awareness, National Women's Day.

SOS Village Visit :-

The student teachers regularly sensitize them to the needs of orphanages and mentally retarded children and persons with special needs and encourage them to take responsibility for their care.

File Description	Document
Report of each outreach activity signed by the Principal	[View Document](#)
Relevant documentary evidence for the claim	[View Document](#)

3.3.5

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

Response: 6

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

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

File Description	Document
Data as per Data Template	[View Document](#)
Appropriate certificates from the awarding agency	[View Document](#)

3.4 Collaboration and Linkages

3.4.1

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

Response: 0

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

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

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

3.4.2

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

Response: 6

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

Response: 6

File Description	Document
Data as per Data Template	[View Document](#)
Copies of the MoUs with institution / industry/ corporate houses	[View Document](#)
Any additional information	[View Document](#)

3.4.3

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

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

Response: C. Any 3 or 4 of the above

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Baba Khetanath Mahila Shikshak Prashikashan Mahavidyalaya was established in 2006. The built up area of the college is 3087.76. The college has adequate infrastructure and resources to conduct curricular and co-curricular activities. The college has 10 spacious classrooms equipped with green boards, comfortable furniture and Wi-Fi connectivity of 50 Mbps speed, the college also has a multipurpose hall. The existing facilities have been upgraded to suit the redesigned curriculum as per the NCTE framework. The college has a library which has a rich collection of books. There are 9345 books in the library, along with it there is a reading room which has good seating arrangements for the student teachers. The library is equipped with Wi-Fi Facility. The academic program of the college is enriched with laboratory experience. Facilities of Psychology Lab, Music Lab, Art and Craft Lab, Co-curricular Lab, Language Lab, Science Lab and Geography Lab are available in the college. In the Language Lab, student teachers are taught and given knowledge of languages with the help of charts, software and technical resources. Along with adequate laboratories, our college also has Arts and Crafts Resource Centre, Music Resource Centre and Health and Physical Education Centre. The college also has a common room, it provides a place for students to relax, study and live informally, the college has a playing field to support sports activities and the health physical education laboratory has sports equipment such as football, Facilities like basketball, badminton, table tennis etc. are available. Educational Technology The classroom is equipped with modern equipment. In which there is equipment related to facilities like a projector, microphone, lecture capturing system, studio room etc. The computer lab comprises of 24 computers, along with printing facility and Wi-Fi connectivity of 50 MB Mbps speed. This facility is used by student teachers and teacher trainers.

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

4.1.2

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

Response: 45.45

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

Response: 5

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

Response: 11

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

4.1.3

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

Response: 0

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

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

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library is the heart of all Educational Institute for smooth functioning of library. The college has adopted Web-Square software for automation. This is one of the best enabled software for library automation. The library supports reading and learning among students and teachers. The idea of a library signal nothing else but reading and the pursuit of knowledge. It forms a habit of reading and learning among students and member of staff. The library attracts students to read and developed the habit of reading and learning. Library at Baba Khetanath Mahila shikshak prashikshan mahavidhyalya is not just a centre of learning but also an ocean of knowledge and learning experiences.

- The details of library

- Name of the library software   :-   Web-Square
- The college library has a collection of 9345 books.
- The college library is a member of NDLI Resources.
- The college library has one Photo State Machine whose use is extended to student.
- The library has a Reading Room

Service provided by the Library

- The library follows the open access system.
- Available from 9:30 AM to 3:30 PM on all working days.
- Periodical services
- Newspaper clipping services
- Wi-Fi Facility
- Barcode printing

File Description	Document
Bill for augmentation of library signed by the Principal	[View Document](#)
Link for additional information	[View Document](#)

4.2.2

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

Response:

The institute has a rich library where a number of books, research journals, magazines, newspapers, etc. are available for the academic support to the students. It has web square software that is useful to search the books in the library. There is no remote access to library resources and facilities. The institute subscribed many recent educational magzines and journals to the shake of students.

4.2.3

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

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

Response: E. None of the above

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

4.2.4

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

Response: 0.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
1.57689	0	0	0.2508	0

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

4.2.5

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

Response: 3.45

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

Response: 186

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

Response: 172

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

Response: 139

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

Response: 113

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

Response: 114

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	[View Document](#)
Any other relevant information	[View Document](#)

4.2.6

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

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

Response: C. Any 2 of the above

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

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The integration of Information and Communication Technology (ICT) in education aims to support, enhance, and optimize the delivery of educational services in the institution. Our college boasts robust ICT facilities designed to improve teaching, learning, research, and administrative functions. Our classrooms are modern and equipped with smart technology to facilitate a dynamic learning environment. The college features a language lab that includes eight computers, a projector, and a sound system, allowing for multimedia-rich teaching and presentations. This setup not only enhances language learning but also ensures that presentations and interactive sessions are conducted effectively.

In terms of connectivity, the college utilizes a broadband connection provided by BSNL, offering a bandwidth of 50 Mbps. This high-speed internet service ensures that both students and staff have reliable access to online resources and platforms necessary for academic and research activities. Furthermore, all academic staff members are provided with free Wi-Fi access, enabling them to connect their devices seamlessly and access digital resources as required. This facility extends beyond academic purposes, also supporting the administrative needs of the institution.

The principal's office, staff room, library, smart classrooms, and computer lab are all equipped with internet facilities. This widespread connectivity allows for the smooth execution of administrative tasks and enhances communication across various departments. The advanced Wi-Fi infrastructure is pivotal in organizing seminars, technical teaching programs, and PowerPoint presentations, thereby enriching the overall educational experience.

ICT resources at our institution include the use of PowerPoint presentations, which are frequently employed to make lectures more engaging and comprehensible. The ability to organize seminars and technical teaching programs through our ICT facilities fosters a collaborative and interactive educational environment. These resources are crucial in keeping both students and staff updated with the latest information and technological advancements.

In summary, the college's commitment to ICT integration significantly contributes to the efficiency and effectiveness of educational delivery. By providing advanced facilities and high-speed internet connectivity, the institution ensures that both teaching and administrative processes are optimized, thereby supporting the overall mission of delivering high-quality education.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 5.47

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.3.3

Internet bandwidth available in the institution

Response: 50

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

Response: 50

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

4.3.4

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

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

Response: D. Any 1 of the above

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

4.4 Maintenance of Campus and Infrastructure

4.4.1

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

Response: 6.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
2.19	2.13	0.01	0.49	0.31

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	[View Document](#)
Data as per Data Template	[View Document](#)
Link for additional information	[View Document](#)

4.4.2

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

Response:

The institute has a well-defined system for the maintenance and utilization of all its physical and educational facilities. The college management allocates adequate budget every academic year to ensure the maintenance and improvement of various facilities across the campus including classrooms, laboratory, library, computer lab and sports fields.

CLASSROOM MANAGEMENT:-

The smart classrooms of our college are equipped with modern technological facilities like smart board, mic and projector system. CCTV cameras have been installed in each classroom to ensure security of all equipment. Cleaning, maintenance of class rooms is done regularly

THE LABORATORY:-

The institute has good arrangements for psychology laboratory, science laboratory, social science laboratory and language laboratory. All the laboratories are equipped as per the statutory rules. Safety measures are taken to safely store hazardous chemicals in a science laboratory. Proper arrangements of fire safety equipment have been made in the institute. There is a dedicated staff member for the safety and maintenance of the equipment kept in the laboratory.

LIBRARY:-

The institute has a well-equipped library as a heritage of knowledge, which has an extensive collection of books and magazines, newspapers in both English and Hindi languages have been arranged in the library. Online data of all the books of the college is stored by the library in-charge. Library card of all the girl students is made by the library in-charge, the students can use the books taken from the library for 7 days. The details of any information related to the library are maintained by the library in-charge.

SPORT EQUIPMENT:-

A person associated with sports takes care of the maintenance of sports grounds and sports equipment. There is a good arrangement of sports equipment for football, volleyball, net, racket, cricket etc.

TECHNICAL FACILITY:-

The institute has staff members to monitor the maintenance of computer equipment and its facilities. All technical facilities are connected to Wi-Fi. Regular computer maintenance and software etc. are controlled by the concerned department. Antivirus software has been provided for computers in the institute.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: C. Any 2 or 3 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Geo-tagged photographs	[View Document](#)

5.1.3

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

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

Response: E. Any 1 or none of the above

File Description	Document
Samples of grievance submitted offline	[View Document](#)
Institutional guidelines for students' grievance redressal	[View Document](#)
Data as per Data Template for the applicable options	[View Document](#)
Composition of the student grievance redressal committee including sexual harassment and ragging	[View Document](#)
Paste link for additional information	[View Document](#)

5.1.4

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

1. Monetary help from external sources such as banks

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

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

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

5. Concession in tuition fees/hostel fees

6. Group insurance (Health/Accident)

Response: C. Any 2 of the above

File Description	Document
Report of the Placement Cell	[View Document]()
Data as per Data template	[View Document]()

5.2 Student Progression

5.2.1

Percentage of placement of students as teachers/teacher educators

Response: 0.45

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

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

File Description	Document
Data as per Data Template	[View Document]()
Appointment letters of 10% graduates for each year	[View Document]()
Annual reports of Placement Cell for five years	[View Document]()

5.2.2

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

Response: 11.34

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

Response: 11

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

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

File Description	Document
Documentary evidence in support of the claim	[View Document](#)
Details of graduating students and their progression to higher education with seal and signature of the principal	[View Document](#)
Data as per Data Template	[View Document](#)

5.2.3

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

Response: 6.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	18	3	0	4

File Description	Document
Data as per Data Template	[View Document](#)
Copy of certificates for qualifying in the state/national examination	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response:

Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya boasts an active, dynamic, and inclusive student union known as Vidhyarthi Parishad. This union serves as a vital platform for student voices to be heard, ensuring robust representation in both academic and administrative bodies. The primary aim is to develop leadership and a sense of responsibility among students.

Structure and Selection Process

The structure of student council is designed to facilitate effective student representation. It comprises:

1. President

2. Vice President

3. Secretary

4. Treasurer

The class representative system is fundamental in representing students as leaders, with council members chosen in accordance with RRBMU Alwar guidelines. A meticulous selection process is followed where first-year B.Ed. students fill out nomination forms for specific posts. The election is conducted transparently, involving senior teachers and students in the counting process, ensuring fairness and credibility.

Role and Activities

The student council plays a pivotal role in furthering student interests and ideas. By allowing students from every section of the college to be represented, the council conducts regular meetings to maintain effectiveness. These meetings are crucial for assessing and enhancing the quality of teaching and learning.

Students develop their leadership skills through various domain-specific events, competitions, and expert talks organized by the council. These activities provide opportunities for students to hone their skills and gain practical experience.

Club Committee and Skill Development

The Club Committee, under the umbrella of the student council, offers a rich platform for students to express themselves and engage in diverse activities. Club Committee activities and inter-college competitions significantly enhance communication, team management, leadership, and resource management skills. These experiences are designed to build confidence and management skills in each student.

Inclusive Participation

The Vidhyarthi Parishad also works closely with the IQAC Cell and other college committees. Student council members and club representatives actively participate in discussions and decision-making processes during meetings. This involvement ensures that student perspectives are considered in all key decisions and activities within the college.

Vidhyarthi Parishad at Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya exemplifies the institution's commitment to nurturing leadership and responsibility among students. Through structured representation, transparent election processes, and a wide range of activities, the student council provides a comprehensive platform for personal and professional development. By integrating students into the academic and administrative fabric of the college, Vidhyarthi Parishad ensures that the student body is empowered, engaged, and prepared for future challenges.

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

5.3.2

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

Response: 3.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	0	5	5

File Description	Document
Upload any additional information	[View Document](#)
Reports of the events along with the photographs with captions and dates	[View Document](#)
Data as per Data Template	[View Document](#)
Copy of circular / brochure indicating such kind of events	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya Alumni Organization.

For any institution, its alumni are a great treasure. They provide financial support to this alma mater. Develop through innovative ideas, service, advice etc. and can play an active role in developing qualitative growth in them.

Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya, an unregistered student organization but still active alumni association organization has been established by the college since 2022. The organization is dedicated to connecting its family members through constant touch-ups, interactions and friendly relations.

It is a regular tradition of the organization to organize alumni conferences throughout the year. The members of the College come together to offer their vibrant participation in all areas of the College's activities. The alumni of the college remain active wherever they live in the world.

Therefore, colleges can benefit greatly from their alumni and can materialize partnerships at national and international levels. Alumni Association has been a multi-way street. We come together to benefit from the opportunities that the Alumni Association brings to us in the best possible way with the help of an Alumni Association.

An Alumni association is an independent organization usually formed by education graduates that brings together the alumni of a particular educational institution such as school, college or university. It is common for new alumni members to join every year. They discuss ways and means to improve the academic environment of the institute. Also exchange views on the scope of higher education and employment opportunities.

Alumni members who hold meetings from time to time to discuss various prestigious events like holding various prestigious posts names Principal Coordinator etc.

They are invited to the college on various occasions like annual functions, teachers' day to share their personal experiences in their professional capacities.

Objectives of Alumni Group -

1. A constant feeling of belonging to the alma mater

2. Maintain maximum and current information of all alumni

3. Providing financial support to alma mater

4. To provide placement and opportunities in the growing institute.

5. Participating in teacher practices and internships

File Description	Document
Details of office bearers and members of alumni association	[View Document](#)

5.4.2

Alumni has an active role in the regular institutional functioning such as

1.   Motivating the freshly enrolled students

2.   Involvement in the in-house curriculum development

3.   Organization of various activities other than class room activities

4.   Support to curriculum delivery

5.   Student mentoring

6.   Financial contribution

7.   Placement advice and support

Response: C. Any 2 or 3 of the above

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

5.4.3

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

Response: 4

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

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

File Description	Document
Upload any additional information	[View Document](#)
Data as per Data Template	[View Document](#)
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	[View Document](#)

5.4.4

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

Response:

There is an unregistered alumni association in Baba Khetanath Mahila Shikshak Prashikshan mahavidyalaya. We encourage our final year students to continue our WhatsApp groups and join the alumni Facebook page so that we can connect with each other in the long run and share our experiences, memories and any updates about upcoming events.

A member of the Alumni-Association is also a member of the Internal Quality Assurance Cell of the college, all the alumni are aware of the recent seminars, workshops. All the members of Alumni Association are involved in enhancing the quality of the institute.

Successful alumni are regularly invited to the college to motivate the students. Their useful and practical experiences are recorded for future references. They are invited as judges to help the students conduct the programs effectively. Well qualified alumni are informed about the job vacancies in the college, they are appointed in the college based on their qualifications and requirements of the college. The Alumni-Association is taking up all the initiatives to promote beneficial relations between the alumni and the institute.Feedback from alumni is welcomed and analyzed in the institute for the further development of the college. Alumni share their life experiences and academic experience with the students, they guide the students to crack competitive exams and provide career counselling to the students. They enrich the college library by donating books to the library.

In this way alluninai are the face of the institute and contribute a lot to it. Alumni Association to involve more and more students of the institute. It is a common platform for all the students to meet, share experiences and grow. The main objective of the association is to strengthen the bond between the old students and the institution. And also promote career guidance with industry and continuing education.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The administration of the college builds an effective leadership and partner system in line with the vision and mission

Vision –

At Baba Khetanath Mahila Shiksha Prashikshan Mahavidyalaya our goal is to empower women through education, fostering a strong and cultured young generation that is capable of leading the society with its talents. We are dedicated to women's education and aim to regularly conduct co-curricular activities that uncover and develop the hidden talents of our female students, enhancing their structural potential. The primary objective of education is to bring about positive change in behavior. Our institution provides an environment where individuals can fully develop and grow their personality, preparing them to make meaningful contributions to society. By providing a nurturing and supportive environment, we ensure that our female students are well equipped to face the challenges of the modern world.

Through a balanced approach that integrates academic excellence, personal growth, and community involvement. Our ultimate goal is to transform our female students into empowered women ready to make a significant impact on society.

Mission- Our mission at Baba Khetanath Mahila Shiksha Prashikshan Mahavidyalaya is to ensure a bright future for our female students through constant efforts, fostering patience, enthusiasm and discipline. In the era of globalization and rapid change, we are faced with many challenges in college education. To address these, we are committed to making education technologically advanced and value-based, aligned with the emerging needs of the globalized world. Our vision is to produce not only excellent human resources but also responsible citizens who make a positive contribution to society.Our college provides quality education in a clean and green environment, ensuring the holistic development of each student. By integrating modern technology and traditional values, we strive to create an educational experience that prepares our students for the demands of the future as well as instills a strong sense of responsibility and citizenship.

The college follows a democratic and participatory system of governance and all its holders actively participate in its administration. The principal oversees the machinery related to the administration and educational process. It also ensures the proper functioning of the policies rules and action plans of the college. The Staff Committee regularly monitors the academic progress performance of the College. About 15 committees Grievance Committee, Disciplinary Committee, Placement Committee, Anti Ragging Committee, Admission Committee, Sports Committee, etc. have been formed. Our management

committee is on a mission to develop dynamic personality development of students through academic and professional preparation and is committed to fulfilling our ends.

Potential Plan or Strategic Plan A strategic plan was made for 5 years (2019-24) which the principal of the college and the staff tried to complete. To maintain and renovate the infrastructure of the college. To increase the area to accommodate a language laboratory, smart room, staff room, etc. To make greater use of ICT tools for teaching-learning. Maintaining healthy relations with various colleges through MOUs. Keeping in mind the terms and conditions of NCTE and the concerned university, the college appoints lecturers. The principal and the staff in the college play an important role in fulfilling the vision and mission and for this, they play an active role in the decision-making process. He also plays an extensive role as a motivator.

File Description	Document
Vision and Mission statements of the institution	[View Document](#)
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signatureof the Principal	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

6.1.2

Institution practices decentralization and participative management

Response:

Effective leadership at Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya is demonstrated through decentralization and participative management practices. The Principal holds the ultimate authority, but the decision-making process is inclusive, involving all staff members. This approach not only impacts planning and management but also encourages the development of leadership skills among staff.

Staff members are put in charge of various committees and activities, both academic and co-curricular, fostering a sense of responsibility and leadership. For example, coordinators are appointed to organize seminars and workshops. The Principal monitors the academic and administrative systems to ensure they align with the college's vision and mission.

The Academic Committee oversees teaching and learning activities, ensuring academic standards are maintained. In total, around 15 committees, including the Grievance Committee, Sports Committee, Disciplinary Committee, and Placement Committee, have been established. Each committee is responsible for planning, implementing, and supervising its specific activities. The Accountant manages the financial aspects, while the Library Committee oversees the management of teaching resources.

Participatory management is a hallmark of the college's ethos of decentralization, permeating all levels of its functioning. Both staff and students actively participate in various college activities, promoting a

culture of collaboration. Teachers and students coordinate, meet, discuss, and offer their opinions on college activities, enhancing the decision-making process.

Teachers also contribute to the preparation of the college's annual budget and participate in other significant activities. The Principal, Coordinators, and Committee members collaboratively define policies, procedures, and guidelines for various committees, such as the Admissions Committee, Grievance Committee, Discipline Committee, and Library Committee. The Principal bears overall responsibility for academic, administrative, and non-academic activities. Each department prepares an action plan and distributes tasks, embodying the principle of decentralization. This structured yet flexible approach ensures that leadership is a shared responsibility, promoting a dynamic and inclusive educational environment.

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

6.1.3

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

Response:

The College clearly defines its vision and mission at all levels and maintains complete transparency in its financial academic administrative functioning.

Financial-

For financial audit the college appoints CA and he comes to the college from time to time and conducts financial audit and the effective and efficient utilization of financial resources is monitored by the Finance Committee of the institution. The college is a self-financed institution. Salary and other expenses are controlled by the management committee. According to the procedure of PTET, the fees of the students come into the bank account of the institute and as per the rules of the state government, payments are made through the account. And the scholarship received by the students is deposited in the bank account of the students.

Academics-

The Principal and staff members monitor the academic activities. The college offers 2-year B.Ed. Admission of students is done on the basis of entrance examination conducted by the state government. Admission is done as per the instructions issued by the government from time to time. The college completely follows the academic calendar prepared by the university. All information related to teacher learning process and other academic activities is made available.

All posts are advertised in the local newspaper and the list of candidates selected from among those

called for interview is available on the website. Transparency is maintained for parent and student interaction and its details. Reputation is maintained on academic committees, teaching-learning related issues like half-yearly examinations, assignment syllabus etc.

Administrative matters-

Every employee in the college, from the principal to the peon, is a part of the administration. At the beginning of the session, teaching and non-teaching staff are involved in various other tasks and in the very beginning, many committees are formed in the college like disciplinary committee, sports committee, etc. Each committee oversees its own activities.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	[View Document](#)
Any additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

To strengthen Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya, a comprehensive perspective plan has been implemented focusing on the enhancement of physical resources over the last five years (2018-2023). The key areas of improvement include the installation of solar panels, biometric machines, computers, and the procurement of new books for the library.

Solar Energy Implementation:
In an effort to promote sustainability and reduce the carbon footprint, solar panels were installed across the campus. This initiative not only ensures a reliable and eco-friendly power supply but also significantly reduces electricity costs. The solar panels have been a crucial addition, supporting the college's commitment to environmental responsibility.

Biometric Machines:
To streamline attendance and administrative processes, biometric machines were introduced. These machines enhance the accuracy and efficiency of attendance tracking for both students and staff. The biometric system ensures a secure and tamper-proof method of recording attendance, contributing to better discipline and time management within the institution.

Computer Upgrades:
Recognizing the importance of technology in modern education, the college invested in upgrading its computer facilities. New computers were installed in the computer lab, providing students and faculty

with access to the latest software and digital resources. This upgrade facilitates better learning experiences, research opportunities, and administrative tasks, aligning with the demands of contemporary education.

Library Enhancements:
A significant number of new books were added to the library collection, covering a wide range of subjects relevant to the curriculum and beyond. This expansion of the library resources supports the academic growth of students and faculty, encouraging a culture of reading and research. The updated library serves as a vital resource center, fostering an environment of continuous learning and intellectual development.

These initiatives carried out from 2018 to 2023, have collectively strengthened the infrastructure and academic environment of Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya. The focus on renewable energy, technological advancements, and enriched learning resources ensures that the institution remains at the forefront of educational excellence.

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

6.2.2

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

Response:

Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya has well-defined policies related to running the programs. The Administration Committee approves and supports various ticket decisions of the college. It adopts the budget for administrative, academic, and research programs and activities.

The Administration Committee helps in making rules for various curriculum and curricular activities. The principal of the college has the authority to form committees and chambers as per the needs of the institution.

The college has various committees like academic, cultural, examination, finance and development research and extension activities. Who sit with the Principal from time to time and formulate their policies. Regular meetings are held to maintain constant communication between the staff and the principal. The decisions taken by all the meetings are monitored by Agriculture IQAC which through its curriculum helps the principal to create an environment of academic excellence in the college.

Administrative-

Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya has well defined organizational structure. The management of the college is done by the committee and the principal. Reviews and evaluates the academic progress of our college Administrative processes and curricular and extension activities Various committees are constituted for quality administration Mahila Shiksha Prasar Samiti reviews the academic and administrative functioning of the college. Develops infrastructure and approves proposals for awards and certificates on the recommendations of the Finance Committee. All rules and regulations are stated in the service manual prepared by the Governing Counselling

The principal is responsible for the administrative and academic functioning and development of the college including co-curricular, curriculum and extension work. IQAC is involved in developing quality systems to improve the academic and administrative performance of the college. The college calendar is prepared for various academic and non-academic events. Various college events like listing of holidays, examinations, morning dispositions, and competitions are also mentioned.

Service Rules-

Baba Khetanath mahila Shikshak Prashikshan mahavidyalaya is affiliated to Rajrishi Bhartrihari Matsya University, Alwar. Hence it follows all the rules and field calendar of the university to run various programs of the college. All employees are oriented about the administrative and service manuals available in the institute. Faculties are educated about the conditions of service, roles and responsibilities, discharge of duties, salary increments, types of leaves, code of conduct, faculty development, incentives for participating in programs and achieving academic excellence.

Appointment-

The criteria for appointment of teaching and non-teaching staff is completely based on the terms and conditions of NCTE and the concerned university. For this, an advertisement is published in the local newspaper and eligible candidates are selected through interviews.

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

6.2.3

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

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

Response: C. Any 3 or 4 of the above

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

6.2.4

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

Response:

The college has established various cell committees to ensure smooth functioning of academic and administrative functions and to promote the overall development of students. The committees review their functions. Here is an overview of the major committees: Admissions Cell- Cell manages the entire admission process ensuring transparency and efficiency. It oversees the dissemination of admission criteria, handles applications, verifies documents. The cell aims to streamline admissions and provide a seamless experience to prospective students. Sports Cell- The sports cell promotes physical health and well-being among students. It encourages students to participate and makes them understand the importance of sportsmanship and teamwork.

Internal Assessment Cell- The internal assessment cell is important for the assessment of students' academic progress and personal development. It helps students understand their strengths and weaknesses. This cell motivates students to constantly improve and excel in their studies.

Cultural Cell - It is responsible for organising cultural programmes and activities that celebrate the rich heritage and diversity of the community. It encourages students to participate in music, dance, drama and other cultural activities, the cell has a key role in organising annual festivals and events.

Akshaya Patra Cell - This cell ensures that they are well nourished and are able to focus on their studies.

Guidance and Counselling Cell - This cell provides support to students in their personal, academic and career concerns. Professional counsellors provide individual and group sessions, helping students to cope with challenges and make informed decisions about their future.

Women's Cell - Dedicated to addressing issues related to women's safety, rights and empowerment. It organises workshops, seminars and awareness programmes to educate female students about their rights and provide a safe and supportive environment.

Anti-Ragging Cell-Ensures the safety and well-being of students by preventing and resolving incidents of ragging. It monitors the activities of students through committee members and CCTV footage, thereby ensuring a safe atmosphere on campus. The cell also conducts awareness programmes on the harmful

effects of ragging.

Grievance Redressal Cell- Addresses complaints of students, and teaching staff. It provides a transparent and efficient mechanism for resolving grievances, ensuring that all issues are addressed promptly and fairly. This cell plays a vital role in maintaining a harmonious campus environment.

Placement Cell- Assists student-teachers in finding employment opportunities. It collects information about job opportunities, facilitates applications and assists students in securing positions in government and private schools.

Discipline Cell- Ensures that students follow the rules and regulations of the college. It monitors students' behaviour, enforces disciplinary measures and promotes a respectful and orderly environment on campus.

Library Cell- Manages the college library, ensuring that it is well stocked with relevant resources. It facilitates access to books, journals and digital resources, and organises activities to promote reading and among students.

By forming these various cells the college ensures the comprehensive development of its students and the efficient running of its academic and administrative functions. The aim of each committee is to enhance the overall educational experience and provide a supportive, dynamic, and equitable environment.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	[View Document](#)
Action taken report with seal and signature of the Principal	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Baba Khetanath Mahila Shiksha Prashikshan Mahavidyalaya is committed to the well-being of its teaching and non-teaching staff, implementing a range of welfare measures to ensure a supportive and productive work environment. These measures address various aspects of staff welfare, from financial security to work-life balance.

Maternity Leave- Recognizing the importance of family and personal health, the Institute offers liberal maternity leave to its women employees. This policy ensures that women can take the necessary time off for childbirth and recuperation without compromising their job security or career progression.

Promotion- The college has a transparent and merit-based promotion system. Teaching and non-teaching staff are regularly appraised based on their performance, dedication, and contribution to the Institute. This system ensures that deserving employees receive timely promotions, motivating them to continue their hard work and strive for excellence.

Uniforms for Peons and Security Guards- To ensure that non-teaching staff such as peons and security guards are provided with comfortable and attractive uniforms. This not only promotes a professional appearance while it creates confidence in the employees.

Provident Fund (PF) and Employees State Insurance Corporation (ESIC):- The college ensures the financial security of its employees by enrolling them in Provident Fund and ESIC schemes. These benefits provide employees with a safety net in terms of health insurance and retirement savings, thereby enhancing their financial stability and peace of mind.

Through these welfare measures, Baba Khetanath Mahila Shiksha Prashikshan Mahavidyalaya promotes a supportive and inclusive work environment. The institution's commitment to the well-being of its employees is evident in its proactive approach to implementing policies that meet their diverse needs, thereby ensuring a motivated and satisfied workforce dedicated to the institution's mission and values.

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

6.3.2

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

Response: 0

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

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

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

6.3.3

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

Response: 5

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

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

File Description	Document
List of participants of each programme	[View Document](#)
Data as per Data Template	[View Document](#)
Brochures / Reports along with Photographs with date and caption	[View Document](#)

6.3.4

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

Response: 0

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

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

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

6.3.5

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

Response:

A robust performance management system is crucial for fostering organizational improvement and achieving the mission and vision of Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya. This system encompasses thorough performance appraisals for both teaching and non-teaching staff, aiming to enhance overall operational effectiveness.

At Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya, performance appraisals are integral to maintaining high standards in teaching and administrative functions. Annually, feedback forms are distributed to students to gather insights into various aspects of the teaching process. These forms are carefully reviewed by a team comprising the Principal and Head of Departments, who identify areas for improvement in the teacher-learner dynamics.

For non-teaching staff, feedback is gathered internally from respective departments to assess performance comprehensively. This process ensures that evaluations are fair and reflective of each staff member's contributions. The performance management system not only seeks to objectively assess performance but also identifies areas where employees can grow and develop further.

Performance Appraisal for Teaching Staff:

Teaching staff undergo a detailed performance appraisal that considers various facets of their professional roles. Individual faculty members receive feedback on promotion prospects and are evaluated through annual group appraisals. Performance metrics encompass teaching effectiveness, learning outcomes, and other academic responsibilities. Additionally, faculty members are assessed on their engagement in extracurricular and administrative activities, promoting a holistic evaluation approach.

Performance Appraisal for Non-Teaching Staff:

Non-teaching staff members undergo annual confidential appraisals based on criteria such as discipline, learning initiatives, and operational effectiveness. Promotions and financial advancements are contingent upon satisfactory performance evaluations, incentivizing staff to excel in their roles. The performance appraisal system at Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya is designed to provide a structured framework for consistent evaluation. It supports staff development initiatives by highlighting strengths and areas for improvement, thereby fostering a culture of continuous growth.

Overall, the goal of this appraisal system is to align individual performance with organizational goals and support staff in achieving their full potential. By encouraging professional development and accountability, the college ensures sustained improvement in both teaching quality and administrative efficiency.

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The annual financial audit of Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya is meticulously conducted by a duly qualified chartered accountant, whose appointment is approved by the Baba Khetanath Mahila Shiksha Prasar Samiti. The auditor visits the college to thoroughly review all financial records and statements. The audit process involves a detailed examination of the college's balance sheet, along with receipts and payments for the respective year. Any queries, questions, or objections raised by the auditor are promptly addressed. The accounts department maintains a comprehensive record of all expenditures, which is regularly audited by the internal auditor.

The internal audit, an essential aspect of the institution's financial management, is conducted regularly by an independent chartered accountant appointed by the management. This audit includes verification of all supporting documents such as vouchers, bill payments, quotations, and management approvals. Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya prides itself on having a robust and transparent financial management system. The college adheres to well-established rules and procedures for approving expenditures and submitting expenditure summaries to all college accountants.

Prior to any expenditure, permission is obtained from the Principal and submitted to the Accounts Branch for fund release. Post-event, documentary evidence such as challan vouchers or receipts are compiled into an expenditure statement. Any queries or clarifications raised by the CA are promptly addressed, ensuring transparency and accountability. However, any objections raised are still reflected in the final report, maintaining the integrity of the audit process.

This comprehensive approach ensures that the college's financial operations are transparent, accountable, and well-managed, fostering trust and reliability in its financial practices.

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

6.4.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya has developed strategic approaches for fund raising and the optimal use of resources to ensure a high-quality educational environment. The primary source of funding for the college is the fees collected from students, which cover the salaries of both academic and non-teaching staff. Beyond student fees, the institution has no other means of raising funds.

Investment in physical infrastructure is crucial for the holistic development of students. Funds are allocated for the construction and maintenance of classrooms, libraries, laboratories, playgrounds, and other facilities. High-quality physical resources are essential for both the academic and cultural development of the students. This includes the purchase of books, scientific equipment, and other educational materials to support a robust curriculum and provide student teachers with the resources they need for a comprehensive education. In today's digital age, the integration of technology into the education system is imperative. Consequently, funds are used to establish and maintain computer labs, smart classrooms, projectors, and internet facilities. These technical resources enhance the learning experience by providing modern tools and platforms that support innovative teaching methods and

improve educational outcomes.

The college also recognizes the importance of extracurricular activities in the overall development of students. Funds are allocated to organize various programs, competitions, and festivals that promote cultural, sports, and other co-curricular activities. These events help in developing leadership skills, teamwork, and a sense of community among the students.

Health security for both academic and non-academic staff is another critical aspect. The college allocates funds to ensure access to health facilities and the Employees' State Insurance (ESI) scheme, contributing to the well-being and job satisfaction of the staff members.

Environmental awareness and sustainable development are also key priorities for the institution. Funds are used for initiatives that promote environmental consciousness among students and staff, ensuring that the college operates in an eco-friendly manner and contributes positively to the broader community.

The college's spending strategy is balanced and planned, addressing all requirements and objectives. This careful allocation of funds ensures that students receive a holistic and high-quality education, preparing them effectively for their future roles as educators. The institution's commitment to strategic resource management underscores its dedication to maintaining an optimal learning environment and fostering the comprehensive development of its student teachers.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) at Baba Khetanath Women Teachers Training College has played a pivotal role in institutionalizing quality assurance strategies, significantly enhancing the institution's educational standards. Established with a mission to promote a culture of continuous improvement, the IQAC has implemented various initiatives that align with the college's commitment to academic excellence and holistic development.

Strategic Planning and Implementation:- IQAC has developed a comprehensive strategic plan focusing on key areas such as curriculum development, faculty development, student support services,

and infrastructural enhancement. Regular reviews and updates ensure that the strategies remain relevant and effective in addressing emerging educational trends and challenges.

Curriculum Enhancement:-One of the significant contributions of IQAC has been the continuous revision and enrichment of the curriculum. By integrating innovative teaching methodologies, interdisciplinary approaches, and ICT tools, the IQAC ensures that the curriculum is not only up-to-date but also engaging and relevant. This has led to improved student learning outcomes and better preparedness for the teaching profession.

Faculty Development:-Recognizing the critical role of faculty in quality education, the IQAC has organized numerous professional development programs. Workshops, seminars, and training sessions on modern pedagogical techniques, research methodologies, and the use of technology in teaching have empowered the faculty to enhance their instructional skills and stay abreast of current educational advancements.

Student Support and Engagement:-

The IQAC has also focused on enhancing student support services. Initiatives such as mentorship programs, career counselling, and soft skills training have been institutionalized to support students' academic and personal growth. Additionally, the cell promotes co-curricular and extracurricular activities to foster a well-rounded development of students.

Quality Audits and Feedback Mechanisms:-

To ensure continuous improvement, the IQAC has established robust feedback mechanisms involving all stakeholders. Regular academic and administrative audits help identify areas for improvement, and the feedback collected is used to make informed decisions and implement corrective actions.

In conclusion, the IQAC at Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya has been instrumental in fostering a culture of quality and excellence. Through its strategic initiatives and commitment to continuous improvement, the IQAC has significantly contributed to the overall development and success of the institution.

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

6.5.2

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

Response:

The college strives to improve the quality of the teaching-learning process through IQAC. The objective of IQAC of the college is to achieve academic excellence by improving quality. The college has an IQAC cell which was established in 2018 and adopts a participatory approach in IQAC activities. It supports teaching and learning, for example by promoting student learning by focusing on continuing education for faculty, enhancing pedagogy, supporting students through knowledge and career advice, input, introduction of new pedagogical tools, and certain qualifications. Boost like it boosts the input.

A structured plan of the curriculum has to be prepared at the beginning of each session. When each session starts, the curriculum is planned and it is planned through IQAC on points related to reading materials in search of topics, programs and institutional activities on learning styles. Feedbacks are collected from students. With the help of assessment, changes are made in the teaching material and curriculum. All students are provided with a student diary which gives all the accounts relevant to the students. The academic methodology is prepared in advance and displayed and disseminated in the college and is strictly followed.

Periodic meetings with all departments such as the Internal Examination Committee and other committees are held with the Principal throughout the academic year in the presence of IQAC and the IQAC Coordinator.

The Teacher Development Coordination Committee conducts academic review of all departments. In which information is collected on the completion of educational activities like study programs, assignments, seminars, group discussions, quizzes, and education tour activities. A coordinator's meeting is held at the beginning of the session to discuss the plan of the session. A daily teaching diary of each numbered member, signed by the Head of the Department, is submitted to the principal every month for approval. Focused methods are adopted to clarify concepts and principles. The library is rich in resources related to the curriculum. Emphasis is placed on completing the curriculum. Transparency increases in internal assessment. IQAC analyzes the overall academic and administrative performance and monitors the proper implementation of the activities of the college. A Feedback Analysis Committee was constituted to review the feedback received from students which ensures maximum utilization of technical resources in the performance of the institution's activities. Students' attendance registers and daily teaching diaries are duly maintained and checked. IQAC supports the objectives of teaching and learning in the strategic plan of the college.

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

6.5.3

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

Response: 4.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	3	0	7	7

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

6.5.4

Institution engages in several quality initiatives such as

1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements

2. Timely submission of AQARs (only after 1st cycle)

3. Academic Administrative Audit (AAA) and initiation of follow up action

4. Collaborative quality initiatives with other institution(s)

5. Participation in NIRF

Response: B. Any 3 of the above

File Description	Document
Feedback analysis report	[View Document](#)
Data as per Data Template	[View Document](#)
Consolidated report of Academic Administrative Audit (AAA)	[View Document](#)
Link to the minutes of the meeting of IQAC	[View Document](#)

6.5.5

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

Response:

Our institution has made significant strides in enhancing both academic and administrative domains through two key quality initiatives: the establishment of the Monitoring Committee and the development of Information and Communication Technology (ICT) infrastructure. The Monitoring Committee's primary objective is to oversee and review institutional activities to ensure smooth functioning and address any irregularities promptly. This committee's work spans central and non-administrative areas, significantly contributing to academic and administrative improvements. Key sub-committees include the Discipline Committee, which ensures a well-organized environment conducive to quality education; the Guidance and Counseling Committee, which provides timely support to students; the Anti-Ragging Committee, which maintains a safe campus environment; the Examination Committee, which manages fair and efficient assessment processes; the Alumni Cell, which fosters strong connections and involvement with alumni; and the Grievance Redressal Committee, which addresses and resolves student complaints effectively. The Monitoring Committee oversees these sub-committees to ensure their activities align with institutional goals and standards, resulting in a more disciplined, supportive, and well-organized educational environment.

In parallel, our institution has prioritized the enhancement of ICT infrastructure to provide students with the latest technical knowledge and skills through various courses and programs. This development prepares students professionally, equipping them with the competencies needed to excel in their careers and making them competitive in the job market. Additionally, ICT education fosters students' ability to tackle new technological challenges, enhances their problem-solving and critical-thinking skills, and contributes to their personal professional growth. By staying updated with technological advancements, students improve their employability and continuously develop their capabilities. These ICT initiatives not only prepare students for professional success but also ensure they can navigate and thrive in a rapidly evolving technological landscape. Together, the Monitoring Committee's oversight and the ICT infrastructure development have led to substantial incremental improvements, reinforcing our institution's commitment to excellence and continuous growth in both academic and administrative domains.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

The Institute has a stated energy policy streamlining energy conservation practices and alternative sources of energy to meet its energy needs. The Institute is an organization run through Trust. The Trust addresses its energy conservation policy with various functions.

Baba Khetanath Mahila Shiksha Prasar Samiti takes initiative to reduce electricity consumption by using solar energy. Our college is located in a rural area. In view of the power cuts in rural areas, the committee follows the energy conservation policy.

The arrangement of windows in the doors of the college building has been made very beautifully to allow sunlight and air flow. The members of the disciplinary committee are responsible for switching off the lights and fans when not in use. Students, teachers, academic staff and non-academic staff. Keeps the department aware and conducts inspection from time to time.

Twer to entire rooms when nohe college uses LED lights. The management committee has implemented the use of solar energy as a source of energy in the entire campus. Use of solar energy is an easy way to meet the power cuts in the institute. A 6000 watt solar power plant has been implemented in the college on the roof top. The use of solar power supplies energy to the entire building. MBC switches have been used to switch off pot in use.

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

7.1.2

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

Response:

The Institute has a defined policy and procedure for waste management and implementation. The Institute understands the importance of sustainable and holistic waste management in reducing the environmental impact of contaminants and providing a safe and healthy campus and environment.

The institute instructs students on waste management:-

1. Don't use plastic.
2. Separate the waste.
3. Minimize paper use.
4. Use vermicomposting in the institute.

The primary focus of the institute is to reduce waste. Waste segregation is the main priority of the management of the institute. There are separate dustbins for dry and wet waste. The institution disposes of the waste outside the premises daily. Schoolgirls do not mix dry waste with any other waste, every day the waste is collected in dustbins and disposed at a place where it can be converted into compost. Waste management policy ensures responsible disposal of all types of waste through proper segregation at source. All staff, students and visitors are expected to comply with the policy and efforts are made to raise awareness.

The objectives of the policy include ensuring compliance with waste management rules, reducing waste generation, defining roles, responsibilities and responsibilities, increasing environmental awareness, etc. Provide waste training and codes of conduct and promote an understanding approach to waste management on campus.

The college believes in taking measures to maintain a clean, green and safe campus. In this direction the college has developed a clean policy of waste management and its disposal. To sensitize the students, teachers and staff in the process of college waste management and disposal and also believes in inclusion in management. School teachers play a very important role in waste management:-

- Creating less waste :-

Student teachers are aware of things like paper, pencil and pen in magazines.

- Keeping the classroom and premises clean :-

Student teachers keep their classrooms clean by not spreading things here and there.

- Creativity in organization :-

Workshops are organised, student teachers create useful and attractive items using simple waste materials like old newspapers, cardboard boxes, empty bottles, waste paper etc. Masks are used while separating waste.

In this way the institute provided many things in the campus for waste management and helped the student teachers in waste segregation and management.

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

7.1.3

Institution waste management practices include

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

Response: C. Any 2 of the above

File Description	Document
Geo-tagged photographs	[View Document](#)
Documentary evidence in support of each selected response	[View Document](#)
Any additional information	[View Document](#)

7.1.4

Institution has water management and conservation initiatives in the form of

1. Rain water harvesting

2. Waste water recycling

3. Reservoirs/tanks/ bore wells

4. Economical usage/ reduced wastage

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	[View Document](#)
Geotagged photographs	[View Document](#)
Documentary evidence in support of the claim	[View Document](#)

7.1.5

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

Response:

Baba Khetanath Mahila Shiksha Prashikshan Mahavidyalaya is dedicated to maintaining cleanliness, hygiene, and a green, pollution-free environment. The institute strives for a clean and green campus by instilling environmental ethics in students and staff. To support this vision, the institute has banned bicycles, battery-operated vehicles, pedestrian-friendly roads, and plastic use. Students and staff are encouraged to use public transport to reduce pollution. Vehicles are parked away from the academic buildings to minimize noise and air pollution, with pedestrian-friendly roads built nearby. The institute raises awareness about cleanliness and greenery through lectures, campaigns, and activities such as garbage cleaning, laboratory and classroom cleaning, and cleanliness rallies. These efforts help increase environmental awareness and responsibility among students and staff. The importance of clean water, toilet hygiene, and a healthy environment is emphasized. Students and teachers are reminded to keep the classrooms and campus clean. Gardeners maintain the lush green trees and plants, ensuring they are watered and clean. An annual tree plantation campaign is conducted, and Environment Day is celebrated to reinforce environmental responsibility. Energy-efficient electronic devices and LED lighting are used throughout the campus. A 6000-watt solar power plant meets the institute's electricity demand. To keep the campus pollution-free, vehicle entry is strictly prohibited. This comprehensive approach reflects the institute's commitment to environmental sustainability and responsibility.

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

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles

2. Create pedestrian friendly roads in the campus

3. Develop plastic-free campus

4. Move towards paperless office

5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	[View Document](#)
Income Expenditure statement highlighting the specific components	[View Document](#)
Circulars and relevant policy papers for the claims made	[View Document](#)

7.1.7

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

Response: 0.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.00811	0	0	0	0

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

7.1.8

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

Response:

Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya is deeply committed to incorporate the inspiration and challenges of local environment, local knowledge, community initiatives etc., local festivals etc. in its education learning process. By doing so, the college aims to provide its students with the opportunity for experiential learning. The college has successfully integrated topics related to environmental and sustainability as well as social issues into its teacher training program curriculum.

This approach ensures that the student not only acquires content knowledge but also develops a keen interest and attraction towards the environment.To further enrich the learning experience, the college organizes outdoor events that are directly linked to the curriculum.These programs also include sanitation and health. These initiatives and seminars on relevant topics expose participants to real-world situations, enabling them to complement their theoretical knowledge with practical knowledge.

Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya actively encourages collaboration with neighboring schools and community members. The organization provides resources and facilities to those institutions, thereby promoting conservatism and trust and networks within broader organizations and communities. Teaching practice lectures are organized on various topics including Women's Day, Energy Conservation, Waste Management and Rain Water Harvesting to create awareness about environmental and social issues among the students. These lectures also inculcate a sense of responsibility towards our local environment. Colleges organize lectures on topics like Swachh Bharat Abhiyan, New Education Policy 2020, Human Rights Day, Youth Day etc. These activities deepen students' understanding of environmental and social challenges. Projects related to cleanliness campaigns and tree plantation and Beti Bachao, Beti Padhao, anti-corruption campaigns create a sense of involvement and active participation in their local environment.

Field trips, visits to museums and historical monuments are organized to expose students to different environments and cultures. These experiences foster respect, appreciation and understanding of one's own and others' heritage.

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

7.1.9

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

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

Response: C. Any 2 of the above

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

7.2 Best Practices

7.2.1

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

Response:

The Science Attitude Development Plan aims to foster a positive attitude towards science among students. The plan is structured around three core components: engaging curriculum, hands-on activities, and mentorship. The curriculum is designed to be interdisciplinary, incorporating real-world applications of scientific concepts. Lessons are crafted to be interactive and inquiry-based, encouraging students to ask questions and explore answers through guided discovery. Practical, hands-on activities are central to the plan. Weekly lab sessions and field trips to science museums, research labs, and nature reserves provide experiential learning opportunities. Students participate in experiments, citizen science projects, and science fairs, which help demystify scientific concepts and demonstrate their relevance to everyday life. The plan includes a mentorship program where students are paired with science professionals and university students. Mentors provide guidance, share their passion for science, and help students navigate their scientific interests and career possibilities. Regular guest lectures and science club meetings create a supportive community that encourages scientific exploration. By integrating these elements, the plan aims to develop critical thinking, foster curiosity, and build a sustained interest in science.

The Sewing Skills Plan is designed to equip students with practical sewing abilities, fostering creativity and self-sufficiency. The plan consists of structured instruction, project-based learning, and community engagement. The program begins with foundational sewing techniques, including threading a needle, basic stitches, and machine operation. Instruction is differentiated to cater to various skill levels, ensuring all students build a strong technical foundation. Students apply their skills through a series of progressively complex projects, such as making simple garments, accessories, and home decor items. Each project emphasizes different techniques, from pattern reading and fabric cutting to advanced stitching and finishing. This hands-on approach enhances learning retention and skill mastery. The plan incorporates community-based projects where students sew items for local charities, fostering a sense of social responsibility. Additionally, students participate in local sewing competitions and fashion shows,

providing platforms to showcase their talents and gain confidence. Through structured instruction, practical application, and community involvement, the Sewing Skills Plan aims to create proficient and confident sewers who appreciate the craft's value and utility.

File Description	Document
Photos related to two best practices of the Institution	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Baba Khetnath Mahila Shiksha Prashikshan Mahavidyalaya lays special emphasis on the health and fitness of its students. Realizing the importance of health in personal and academic success, the college takes several initiatives to promote physical and mental fitness.

Health Counseling and Check-up Camps:

To address health issues and ensure the well-being of students, the college regularly organizes health check-up camps. These camps provide essential health services and check-ups, which help in the timely detection and resolution of any health concerns. Women's counseling sessions are also organized to provide support and guidance on various health and fitness topics.

Blood Donation Camps:

Realizing the importance of community service and blood donation. These programs encourage students to contribute to society by donating blood, thereby inculcating a sense of responsibility and community service in the students.

COVID-19 Response:

In response to the COVID-19 pandemic, the college adapted quickly to ensure the continuity of education and the safety of students. Classes were conducted online, allowing students to continue their studies while following safety protocols. The college also implemented measures to educate students about the importance of hygiene, social distancing, and vaccination.

Health Awareness Programs:

The college celebrates various national days such as Environment Day, Women's Day, and Children's Day to raise awareness about health and environmental issues. These programs are designed to educate students about the importance of maintaining a healthy lifestyle and being mindful of the environment

around them.

Career Guidance and Self-Defense:

Lectures on career guidance, women's economic security, and self-defense are held regularly, providing students with the knowledge and skills they need for their personal and professional lives. These sessions often involve collaboration with parents, faculty, and external experts to provide comprehensive support.

Through these initiatives, Baba Khetnath Mahila Shiksha Prashikshan Mahavidyalaya ensures that health and well-being remain a top priority, and creates a supportive and nurturing environment for all students.

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

5. CONCLUSION

Additional Information :

Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya is a reputed teacher training institute provides students with both theoretical knowledge and practical experience through its experienced and highly qualified teaching staff. The college offers on-campus quarters for staff members and guest speakers, promoting a supportive and collaborative atmosphere. The institute is seeking to affiliate other educational courses and programes such ITEP. The college also organizes workshops and seminars periodically to foster continuous professional development. To address water scarcity, a tubewell has been installed on the campus. Additionally, the Baba Khetanath Mahila Shiksha Prasar Samiti manages two other institutions: Seth Rajnarayan Gupta Mahila Law Mahavidyalaya and Baba Khetanath Mahila PG Mahavidyalaya, underscoring their dedication to advancing women's education across various disciplines.

Concluding Remarks :

Baba Khetanath Mahila Shikshak Prashikshan Mahavidyalaya is a reputed teacher training institute provides students with both theoretical knowledge and practical experience. The institute is known as a leading teacher training college in the local area since it is safe and secure for overall development to the female pupil teachers. It follows all the norms and parameters of affiliated University (Raj Rishi Bhartrihari Matsya University, Alwar), Government of Rajasthan and NCTE. The institute is committed towards creating values and professional ethics in its students. Its all the human resources and physical resources are dedicated to acheive objectives, vision and mission for creating a developed nation as India.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	**At the institution level, the curriculum planning and adoption are a collaborative effort;** **Indicate the persons involved in the curriculum planning process during the last completed academic year** **1. Faculty of the institution** **2. Head/Principal of the institution** **3. Schools including Practice teaching schools** **4. Employers** **5. Experts** **6. Students** **7. Alumni** Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made necessary changes
1.1.3	**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through** **1. Website of the Institution** **2. Prospectus** **3. Student induction programme** **4. Orientation programme for teachers** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made necessary changes as per supporting document shared by HEI and 3 of above tion has been selected as Website of the Institution link is not accessible
1.2.1	**Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available** 1.2.1.1. **Number of optional/ elective courses including pedagogy courses offered programme**

- wise during the last five years.

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	16	16	14	15

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made necessary changes

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
89	93	80	78	79

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
49	49	49	49	49

Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to excess of seats in reserve category

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

1. **Mentoring / Academic Counselling**

2. **Peer Feedback / Tutoring**

3. **Remedial Learning Engagement**

4. **Learning Enhancement / Enrichment inputs**

5. **Collaborative tasks**

6. **Assistive Devices and Adaptive Structures (for the differently abled)**

7. **Multilingual interactions and inputs**

Answer before DVV Verification : A. Any 5 or more of the above
Answer After DVV Verification: E. Any 1 or none of the above
Remark : DVV has made necessary changes as per supporting document shared by HEI and 1 of above option has been selected as we have received supporting of Remedial Learning Engagement

2.2.3	**There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students** Answer before DVV Verification : Whenever need arises due to student diversity Answer After DVV Verification: Only when students seek support Remark : DVV has made necessary changes as per supporting document shared by HEI
2.2.4	**Student-Mentor ratio for the last completed academic year** 2.2.4.1. **Number of mentors in the Institution** Answer before DVV Verification : 15 Answer after DVV Verification: 13 Remark : DVV has made necessary changes as per prescribed format shared by HEI and value have been downgraded as we have excluded faculty less than 1 year as per recommendation in EP 2.1
2.3.2	**Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years** 2.3.2.1. **Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..** Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : DVV has made necessary changes as per supporting document shared by HEI and input value "0" has been considered as there no appropriate supportings for the same

2.3.3	**Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..** 2.3.3.1. **Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year** Answer before DVV Verification : 15 Answer after DVV Verification: 0 Remark : DVV has made necessary changes and input value "0" has been considered since supporting are in regional language
2.4.1	**Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include** 1. **Organizing Learning (lesson plan)** 2. **Developing Teaching Competencies** 3. **Assessment of Learning** 4. **Technology Use and Integration** 5. **Organizing Field Visits** 6. **Conducting Outreach/ Out of Classroom Activities** 7. **Community Engagement** 8. **Facilitating Inclusive Education** 9. **Preparing Individualized Educational Plan(IEP)** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : DVV has made necessary changes and 1 of above option has been selected as we have received supporting of Organizing Learning (lesson plan)
2.4.2	**Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as** **1. Formulating learning objectives** **2. Content mapping** **3. Lesson planning/ Individualized Education Plans (IEP)** **4. Identifying varied student abilities**

5. Dealing with student diversity in classrooms

6. Visualising differential learning activities according to student needs

7. Addressing inclusiveness

8. Assessing student learning

9. Mobilizing relevant and varied learning resources

10. Evolving ICT based learning situations

11. Exposure to Braille /Indian languages /Community engagement

> Answer before DVV Verification : A. Any 8 or more of the above
> Answer After DVV Verification: D. Any 2 or 3 of the above
> Remark : DVV has made necessary changes as per supporting document shared by HEI and any 3 of above option has been selected as we have received supporting of Formulating learning objectives, Lesson planning/ Individualized Education Plans (IEP) and Exposure to Braille /Indian languages /Community engagement

2.4.5	**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of**
	
	1. Preparation of lesson plans
	
	2. Developing assessment tools for both online and offline learning
	
	3. Effective use of social media/learning apps/adaptive devices for learning
	
	4. Identifying and selecting/ developing online learning resources
	
	5. Evolving learning sequences (learning activities) for online as well as face to face situations
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: E. Any 1 or none of the above
	  Remark : DVV has made necessary changes

2.4.7	**A variety of assignments given and assessed for theory courses through**
	
	  1. **Library work**
	  2. **Field exploration**
	  3. **Hands-on activity**
	  4. **Preparation of term paper**
	  5. **Identifying and using the different sources for study**
	
	    Answer before DVV Verification : A. Any 4 or more of the above
	    Answer After DVV Verification: C. Any 2 of the above

	Remark : DVV has made necessary changes and 2 of above option has been selected as we have received supporting of Library work and Preparation of term paper
2.4.10	**Nature of internee engagement during internship consists of** 1. **Classroom teaching** 2. **Mentoring** 3. **Time-table preparation** 4. **Student counseling** 5. **PTA meetings** 6. **Assessment of student learning – home assignments & tests** 7. **Organizing academic and cultural events** 8. **Maintaining documents** 9. **Administrative responsibilities- experience/exposure** 10. **Preparation of progress reports** Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: E. Any 1 or none of the above Remark : DVV has made necessary changes and none of above option has been selected since supporitng are in regional language
2.6.2	**Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation** 1. **Display of internal assessment marks before the term end examination** 2. **Timely feedback on individual/group performance** 3. **Provision of improvement opportunities** 4. **Access to tutorial/remedial support** 5. **Provision of answering bilingually** Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made necessary changes
3.1.4	**Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include** 1. **Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations** 2. **Encouragement to novel ideas** 3. **Official approval and support for innovative try-outs** 4. **Material and procedural supports** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any 1 of the above Remark : DVV has made necessary changes
3.2.1	**Average number of research papers / articles per teacher published in Journals notified on**

UGC website during the last five years

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	0	0	0

Remark : DVV has made necessary changes

| 3.4.2 | **Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

3.4.2.1. **Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**
Answer before DVV Verification : 8
Answer after DVV Verification: 6

Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded as we we have excluded MOU of own institution |

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	2.13	0.02	0.49	0.31

Answer After DVV Verification :

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

Remark : DVV has made changes as per audit report shared by HEI and input value "0" has been considered as there is no Expenditure on construction of building/purchase of Lab. equipment's/ academic equipment's/ furniture & fixtures/vehicle during the year |

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

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

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

Answer After DVV Verification: E. None of the above

Remark : DVV has made necessary changes and none of above has been selected as we have not received appropriate supportings

4.3.4	**Facilities for e-content development are available in the institution such as**
	1. **Studio / Live studio**
	2. **Content distribution system**
	3. **Lecture Capturing System (LCS)**
	4. **Teleprompter**
	5. **Editing and graphic unit**
	Answer before DVV Verification : B. Any 4 of the above
	Answer After DVV Verification: D. Any 1 of the above
	Remark : DVV has made necessary changes

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23.25	13.38	5.64	9.29	9.57

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2.19	2.13	0.01	0.49	0.31

Remark : DVV has made changes as per audit report shared by HEI and has considered Repairs and Maintenance Expenses

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

1. **Career and Personal Counseling**

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

Answer before DVV Verification : B. Any 4 or 5 of the above
Answer After DVV Verification: C. Any 2 or 3 of the above
Remark : DVV has made necessary changes as per supporting document shared by HEI and 2 of above option as been selected as we have received supporting of Career and Personal Counseling and Communicating with persons of different disabilities: Braille, Sign language and Speech training along with photographs

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

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

Answer before DVV Verification : B. Any 5 of the above
Answer After DVV Verification: E. Any 1 or none of the above
Remark : DVV has made necessary changes as per supporting document shared by HEI and any 1 of above option has been selected as we have received supporting of Grievance redressal committee meets on a regular basis

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7	1	0	6	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	0	5	5

	Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded as events under same date has been counted as one

7.1.3	**Institution waste management practices include**
	
	    1. **Segregation of waste**
	    2. **E-waste management**
	    3. **Vermi-compost**
	    4. **Bio gas plants**
	    5. **Sewage Treatment Plant**
	
	    Answer before DVV Verification : B. Any 3 of the above
	    Answer After DVV Verification: C. Any 2 of the above
	Remark : DVV has made necessary changes as per supporting document shared by HEI and any 2 of above option has been selected as we have received supporting of segregation of waste and Vermi-compost

7.1.6	**Institution is committed to encourage green practices that include:**
	
	1. Encouraging use of bicycles / E-vehicles
	
	2. Create pedestrian friendly roads in the campus
	
	3. Develop plastic-free campus
	
	4. Move towards paperless office
	
	5. Green landscaping with trees and plants
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: C. Any 3 of the above
	Remark : DVV has made necessary changes as per supporting document shared by HEI and any 3 of above option has been selected as we have received document of Encouraging use of bicycles / E-vehicles , Create pedestrian friendly roads in the campus and Develop plastic-free campus

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

Answer before DVV Verification : A. All of the above

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

Remark : DVV has made necessary changes

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students on roll year-wise during the last five years..** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
100	99	99	91	91

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
197	195	189	177	169

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

Answer before DVV Verification:

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

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	14	14	15	13

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
37.68	15.72	9.55	14.70	11.88

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34.88	14.94	8.36	13.27	10.25