YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	SSG PAREEK PG COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr. Pramila Dubey
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	01412201300
• Mobile No:	9413156597
• Registered e-mail ID (Principal)	ssgpareekpgcollege@yahoo.com
• Alternate Email ID	pramilasom@gmail.com
• Address	JHOTHWARA ROAD BANIPARK JAIPUR
• City/Town	JAIPUR
• State/UT	Rajasthan
• Pin Code	302016
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban

• Financial Status	**Self-financing**
• Name of the Affiliating University	**University of Rajasthan, Jaipur**
• Name of the IQAC Co-ordinator/Director	**Dr. Kalpana Pareek**
• Phone No.	**01412203100**
• Alternate phone No.(IQAC)	**9829021368**
• Mobile (IQAC)	**9829021368**
• IQAC e-mail address	**ssgpareekpgcollege@yahoo.com**
• Alternate e-mail address (IQAC)	**drkalpanapareek@gmail.com**
3.Website address	**http://www.ssgpareekpgcollegeofeducation.com/**
• Web-link of the AQAR: (Previous Academic Year)	**http://www.ssgpareekpgcollegeofeducation.com/**
4.Whether Academic Calendar prepared during the year?	**No**
• if yes, whether it is uploaded in the Institutional website Web link:	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**3.04**	**2014**	**Nil**	**Nil**

6.Date of Establishment of IQAC	**14/07/2011**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nill	**Nill**	**Nill**	**Nil**	**Nil**

8.Whether composition of IQAC as per latest NAAC guidelines	**Yes**

• Upload latest notification of formation of IQAC	No File Uploaded
9.No. of IQAC meetings held during the year	**3**
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**
• (Please upload, minutes of meetings and action taken report)	[View File](#)
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**
• If yes, mention the amount	

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Planning and execution of previous and new value-added courses.

Focus on Teaching Process in covid period

Improvement in Teaching Infrastructure

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Value Added Courses	**3-4 VAC are offered**
Teaching Tools improvement	**Many new online tools adopted in teaching learning**

13.Whether the AQAR was placed before statutory body?	**No**
• Name of the statutory body	

Name of the statutory body	Date of meeting(s)
Nil	Nil

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	15/01/2022

15.Multidisciplinary / interdisciplinary

National Education Policy (NEP 2020) envisions an education system rooted in Indian ethos that contributes directly to transforming India that is Bharat, sustainably into an equitable and vibrant knowledge society. The Vision of the National Education Policy, to provide high-quality education to develop human resources in our nation as global citizens, is well taken by the university.

At SSG Pareek Bed College, Jaipur discussions among the faculty members were initiated on the key principles of NEP such as diversity for all curricula and pedagogy with technological innovations in teaching and learning, encouraging logical decision-making and innovation, critical thinking, and creativity. Because of the NEP, the College has initiated establishing new interdisciplinary centres integrating different departments and the existing inter/multidisciplinary research and academics. Academic programs are redesigned to include Multidisciplinary /Interdisciplinary courses as electives. All programs are designed so that students can choose elective courses offered by other Departments. SSG Pareek Bed College, Jaipur has also started taking appropriate steps and constituted a core committee headed by the Principal of the College for the effective implementation of the National Education Policy 2020.

16.Academic bank of credits (ABC):

The college is Processing a plan for this purpose.

17.Skill development:

Presently college has created an eco-system to improve the career skills of the students by establishing CLDs. Skill development is ensured in the students through various methods like-

1. Cell organization coordinators identify the skills needed to achieve graduate characteristics.
2. Skill-based projects, field visits, and internships in all

disciplines are conducted regularly.

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

i. The College offers various value-added programs.

ii. Various awareness campaigns, road shows, and talks are organized to promote our culture and heritage.

1. **Various cultural programs are organized regularly on Indian knowledge systems, languages, culture, and values.**
2. **Distinguished teachers are invited to the college as artists and instructors to promote local music, art, language, and handicrafts.**

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

. Program outcomes and program Education objectives are being drafted designed and notified on the College website. Course outcomes have been appropriately defined for each course and are properly mapped and assessed for calculating the attainment of the same every year and the same is used to plan the improvement in academic processes of the College in forthcoming years. Outcomes are assessed and attainment analytics are used to improve the academic quality. In the future, the process outlined above will be further strengthened and attainment levels will continue to be monitored closely to modify the pedagogy and /or the evaluation, in line with NEP 2020 objectives.

20.Distance education/online education:

Not applicable

Extended Profile

1.Student

2.1 Number of students on roll during the year	**727**

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	**300**

File Description	Documents
Data Template	View File

2.3	**150**
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	**235**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**235**

File Description	Documents
Data Template	View File

2.6	**299**
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1	**247**
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	**100**
Total number of computers on campus for academic purposes	

3.Teacher

5.1	**29**

Number of full-time teachers during the year:	

File Description	Documents
Data Template	[View File](#)
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	**30**

Part B

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. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The College runs four programs i.e., B.Ed., M.Ed., BA Bed, and BSC Bed are affiliated with the University of Rajasthan, Jaipur. Our institution's large part depends on Universities to legitimize its academic and professional programs. Therefore, the authority to revise the curriculum for Teacher Education was vested with the University of Rajasthan The college followed the University of Rajasthan in all academic guidelines related to curriculum and examination.

The college is always live to plan, review, and revise of curriculum to the local context. For this purpose, the college has established a Curriculum Enrichment Committee in the year 2020-21 to review and revise the curriculum as per the needs of the students.

The college has also planned to write a letter to both Universities, i.e., the University of Rajasthan, Jaipur regarding the revision/updating of the curriculum.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	**No File Uploaded**
Plan developed for the academic year	_View File_
Plans for mid- course correction wherever needed for the academic year	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	_View File_
List of persons who participated in the process of in-house curriculum planning	**No File Uploaded**
Meeting notice and minutes of the meeting for in-house curriculum planning	**No File Uploaded**
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and	A. All of the Above

students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	**Nil**
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	**No File Uploaded**
Report and photographs with caption and date of teacher orientation programmes	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2 - Academic Flexibility

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

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

43

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

1.2.2 - Number of value-added courses offered during the year

2

1.2.2.1 - Number of value-added courses offered during the year

2

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
Any other relevant information	No File Uploaded

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

512

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

512

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

1

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

1

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

1.3 - Curriculum Enrichment

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

Due attention is given to the interdisciplinary character of teacher

education by including core knowledge from various areas like psychology, sociology, and history of education by having them reconstructed into conceptual bases of education, understanding learner and learning, historical perspectives of Indian education, and to have them cut across the boundaries and enable the students to develop coherent understanding. Micro-teaching and practice of teaching have pre-practice and post-practice components that hone the pedagogical skills. Not only this, the theoretical knowledge is backed up by the host of other school engagements and visits to other institutions, upper primary and secondary schools, and teacher education institutions to enable students to crystallize theoretical knowledge into effective practice. Various Certificate courses also add to the skill set of students. The classroom atmosphere is participative where the teachers and students participate in discussions, classroom seminars, and presentations. The climate of collaboration and participation provides a platform for critical thinking and hones the skills of dialogue and negotiation. In addition, there are a host of activities that are conducted throughout the year that give a chance for creative self-expression and enhancement of social and emotional skills.

File Description	Documents
List of activities conducted in support of each of the above	No File Uploaded
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded
Photographs indicating the participation of students, if any	No File Uploaded

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

The students must be familiarised with the school system existing in India and elsewhere. Our institution takes care of it through various courses of study and by way of activities and engagements throughout students' stay in the college. Besides steps are underway to further deepen students' knowledge of diversity in norms and standards across India. Presently student teachers are acquainted with diversity by way of the following:

Various Courses: Courses providing a historical perspective on education give a clear idea to students how the school system has evolved over some time. There are various courses on measurement and evaluation in different programs familiarising students with assessment segments, norms, and standards. The courses on 'School Administration' & 'education policies and institutions' courses are taught which familiarise students with the functioning of school systems across India.

Internship/practicum: The school engagement is spread across government schools which were in private schools earlier. This engagement is from middle to secondary education. Therefore, the range of school engagement provides ample opportunities for students to gain knowledge through theoretical as well as practical knowledge

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	**No File Uploaded**
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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

All three programs enable students to learn from various courses on perspectives in education, pedagogy, and school engagement, which ultimately converge and consolidate the learning in the student teachers to develop in them the appropriate professional acumen to undertake the demanding career as a teacher.

The following highlights cater to this:

- **Visits to institutions related to children at all levels: Visits from primary schools to secondary schools, provide student teachers a broad view of school education.**
- **Inclusive of behaviourism & constructivism: The college has years old practice of lesson plan handbooks which include constructivist lesson plans in History, Bio-science, Mathematics, Urdu, English, Hindi Geography, etc.**

- **School engagement begins with observation and ends with deeper reflective practice:** The school engagement begins with observation letting students walk the initial steps with keen observation and goes on to deeper engagement and intervention in the later.
- **Thorough practicum for each course to see the theory from the lens of practice:** The Practicum part in each of the theoretical and practical courses is taught through ICT as well as Skill based activities which enables students to develop professional acumen and gain a wide range of curricular experiences.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	No File Uploaded

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	No File Uploaded
Any other relevant information	No File Uploaded

1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	**No File Uploaded**
Action taken report of the institution with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

299

2.1.1.1 - Number of students enrolled during the year

299

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	**No File Uploaded**
Approval letter of NCTE for intake of all programs	**No File Uploaded**
Approved admission list year-wise/ program-wise	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

149

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

213

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

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

32

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

32

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	**No File Uploaded**
List of students enrolled from EWS and Divyangjan	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2 - Honoring Student Diversity

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

At the entry-level, Orientation & Induction Programmes are organized by the institution in which students get the opportunity to interact with the faculty members. During these interactive programs, academic investigation of the students is done by collecting responses from the students. The responses are collected with a

special focus on four important parameters of the teaching profession i.e., teaching interest, competencies, attitude, and challenges. The teachers make the students apprised of the Programme Learning Outcomes (PLOs), Course Learning Outcomes (CLOs), and curricular and pedagogical aspects of teacher education programs.

The students joining the college go through counselling conducted by the Guidance & Counselling Cell of the college, to decide to take up elective and pedagogy courses. The counseling cell plays an active role all through the session by helping and motivating students towards the program and the profession.

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Documents showing the performance of students at the entry level	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	[View File](#)
Relevant documents highlighting the activities to address the student diversities	**No File Uploaded**
Reports with seal and signature of Principal	**No File Uploaded**
Photographs with caption and date, if any	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	**All of the above**

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	**No File Uploaded**
Reports with seal and signature of the Principal	**No File Uploaded**
Photographs with caption and date	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.2.4 - Student-Mentor ratio for the academic year

20:1

2.2.4.1 - Number of mentors in the Institution

30

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.3 - Teaching- Learning Process

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

The College has been at the forefront of introducing curriculum

changes that not only include syllabi but teaching-learning methodologies too.

Experiential and Participative learning have been used all along in our institution. The teacher education institutes have greater scope to use experiential learning when students take part in school engagement programs starting from shadowing teachers to observation of various activities in schools and finally to practice teaching. The students are encouraged to see various problems in schools and reflect on the solutions to the problems.

1. Pre-Practice: Before active school experience student teachers participate in pre-practice through Micro-Teaching and Workshops on Teaching Material Aid, the experience of which enables them to go for actual and active school engagement. Here they encounter and confront problems related to theoretical application in practice.

2. Regular Classwork: Besides this, participative and collaborative learning is encouraged in classrooms too by way of holding discussions, seminars workshops, question, and answer sessions, etc.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

41

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	**Nil**
Any other relevant information	**No File Uploaded**

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

728

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	**No File Uploaded**
Documentary evidence in support of the claim	**No File Uploaded**
Landing page of the Gateway to the LMS used	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	**No File Uploaded**
Geo-tagged photographs wherever applicable	**No File Uploaded**
Link of resources used	**Nil**
Any other relevant information	**No File Uploaded**

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

The main objective of these programs is to develop professional attributes among the students required for the school management system. Continual mentoring is provided by teachers to develop professional attributes in students through the following:

1. Balancing Home and Work Stress: To balance home and work

stress, the institution conducts many sports activities and field tours to different places which allow students to interact with each other and help them socialize and build personal bonds with each other.

2. Keeping oneself abreast with recent developments in education and life: The College is also facilitating students in updating their knowledge and competencies by way of organizing workshops/seminars/conferences, encouraging self-study, and providing internet facilities throughout the campus.

3. Working in Teams: Under the guidance of assigned mentors, students are trained in both theoretical and practical aspects of school management system like Lesson Planning, Micro Teaching, Community Based Activity, etc. The trainees are given Orientation on different skills of teaching in light of CLOs and PLOs.

4. Conduct of self with colleagues and authorities: The code of conduct helps streamline and harmonize all the functioning of the institution. The college functions through democratically constituted committees. The students are a part of it to learn to share responsibility.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

| **2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education-from local to regional to national to global** | Five/Six of the above |

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

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

The Teaching-Learning process of the institution encourages broader thinking abilities among students. These activities in the college propel students towards convergent/divergent thinking, discursive/analytical thinking, and the skills of recognizing perspectives, investigating, communicating, and acting. The following caters to the aforementioned:

- **Intellectual/thinking skills:**

Internship & its criteria: The College has come out with the criteria for internships that lead to a wider and better experience in school engagement. It enables students to see theoretical knowledge through the practical lens.

Participation in workshops/seminars/conferences: The College organizes various workshops/seminars to foster intellectual skills in student teachers.

- **Empathy/life skills: Food & Clothes Distribution, Distribution of Masks etc.**

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed	**All of the above**

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

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

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

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

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

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	[View File](#)
Documentary evidence showing the activities carried out for each of the selected response	**No File Uploaded**
Report of the events organized	**No File Uploaded**
Photographs with caption and date, wherever possible	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	[View File](#)
Samples of assessed assignments for theory courses of different programmes	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

Internship program forms a very important part of the curriculum in the teacher education program. To acquaint the students with the school atmosphere, the internship/school engagement program is spread across India to ensure student training & participation continuously. The internship program is conducted every year and necessary preparations are therefore made well in advance; beginning with the:

1. Selection & identification of schools: The option of selection/identification of the school is given to the student by giving him/her options of 20 schools based on the priority of his/her choice given the feasibility of location, proper staff,

infrastructure, etc.

2. Preparing the students going for internship: The Micro-Teaching sessions are conducted by teacher educators of the institution acquainting the student teachers with lesson planning, learning outcomes, resources, inclusion and diversity, assessment and evaluation, ICT integration, etc as per the requirements of internship/school engagement in the teacher education program.

3. Streamlining mode(s) of assessment of student performance: The progress in all areas of school engagement is traced through Criticism Lesson Plans & Final Lesson Plans demonstrated by the students, and assessments are made in a form giving credence to the holistic development of student teacher as a competent professional.

4. Exposure to the variety of school set-ups: The very design of the internship program encompasses exposure to the Government Schools allotted by the District Officer of Education Department, Jaipur.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

2.4.9.1 - Number of final year students during the academic year

187

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	No File Uploaded

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

Preparation of progress reports

File Description	Documents
Data as per Data Template	[View File](#)
Sample copies for each of selected activities claimed	**No File Uploaded**
School-wise internship reports showing student engagement in activities claimed	**No File Uploaded**
Wherever the documents are in regional language, provide English translated version	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

The schedule of the internship program is designed in such a manner that an ample number of sessions (in-house) is kept for orientation and pre-practice for the students and newly joined teacher educators going for internship. The MicroTeaching sessions are conducted by teacher educators of the institution acquainting the student teachers with lesson planning, learning outcomes, and resources, inclusion and diversity, assessment and evaluation, ICT integration, etc as per the requirements of internship/school engagement in the teacher education program.

The internship program is conducted by the institution under the norms specified by the State Government.

The monitoring of the students during the internship is done by the teachers/principals of the allotted schools of the students. For that, a Block Teaching Diary is also prepared by the student which consists of the timetable/schedule to be followed, reports of various activities conducted in the school, observation chart, etc.

Various documents are also prepared by the students, such as: - Attendance register, Teacher Attendance Register, T.C. Performa, S.R. Register, etc.

Progress Report is also given to the students to evaluate their performance.

After the completion of the internship, the institution evaluates the progress in all areas of school engagement through Criticism of Lesson Plans & Final Lesson Plans demonstrated by the students, and assessments are made form give credence to the holistic development of student teachers as competent professionals.

File Description	Documents
Documentary evidence in support of the response	No File Uploaded
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)	All of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	No File Uploaded
Two filled in sample observation formats for each of the claimed assessors	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	**No File Uploaded**
Five filled in formats for each of the aspects claimed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.5 - Teacher Profile and Quality

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

40

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

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

12

File Description	Documents
Data as per Data Template	<u>View File</u>
Certificates of Doctoral Degree (Ph.D) of the faculty	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

279

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

279

File Description	Documents
Copy of the appointment letters of the fulltime teachers	**No File Uploaded**
Any other relevant information	[View File](#)

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

Teachers also participate in various faculty development programs such as Induction & Orientation Programs, Seminars, Webinars, and so on.

After ensuring that students are not affected by the absence of any faculty member, the institution's head recommends for grant of permission for the staff member to pursue further education.

Faculty members are encouraged to present their work at National Seminars and conferences. The college administration allows staff to serve as resource persons, examiners, inspection staff, and so on at both the college and university levels. Our teachers will benefit from this as both professional development and extension services.

The college administration also organizes expert lectures on various subjects, which benefit the faculty as well. It is expected that faculty members will gain first-hand exposure to the most recent advances in classroom teaching, research methodology, and so on through these programs. To maintain high teaching standards, all faculty members go through an ICT Development Programme for overall communication improvement in listening and speaking.

File Description	Documents
Documentary evidence to support the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.6 - Evaluation Process

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

The Institution has a robust mechanism of continuous internal

evaluation in all its programs. This is ensured in the following manner:-

- ○ **For Academic Courses:** The Theory, practical as well as School Engagement Programmes is compliant with the stated PLOs & CLOs for proper learning from the stated course.
- ○ **Modes of Assessments:** The Assessment modes & devices like Seminars, Assignments Sessional work, Mid-Term Exams & Projects, etc., are conducted to assess students continuously/unit-wise on various parameters. Assessment for School Engagement: To ensure comprehensive and continuous evaluation of the learning activities in the school engagement program the institution has prepared a detailed manual of criteria for internal evaluation (course-wise). Activities such as school internships, teaching practice, microteaching, assignments, project work, field exploration, Criticism Teaching Plans, Final Lesson Plans, and demonstrations are scheduled as per the university curriculum.
- ○ **Dissemination of Information:** Moreover, the students are informed regarding the conduct of internal evaluation through date sheets/notifications which are issued on proper time and displayed on the college notice board.
- ○ **Ensuring Punctuality & Attendance:** To maintain regularity and punctuality, the students are required to have 80% attendance in theory subjects and 90% in practical subjects. However, the students representing the Institution in any sports, or cultural, can claim the number of days participated in these activities in the qualifying attendance criteria required.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	Four of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	No File Uploaded
Annual Institutional plan of action for internal evaluation	No File Uploaded
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	No File Uploaded

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

The College largely part depends on universities to legitimize its academic and professional programs. Therefore, the authority of grievance related to final examinations is vested with the Universities themselves.

Internal Assessment:

If any student(s) misses any assessment due to unavoidable circumstances, he/she is given a one-time chance for reassessment. This is done after the student(s) applies to the concerned teacher/college administration requesting for the conduct of their examination after confirming the genuineness of the case make arrangements for re-assessment.

If any student has a grievance regarding the evaluation of his/her internal assessment, he/she is allowed to clarify the doubts if any. In this situation, the student can approach the concerned teacher and discuss the grievance with him/her. If there is any scope for rechecking/re-evaluation, the student has to apply.

External Examination /Evaluation:

The authority of grievance related to Final Examinations is vested with the Universities themselves. In case a student misses any examination, particularly pertaining to the final examination, such cases are referred for examination for the next year as per the rules of the University of Rajasthan. In case a student is desirous of re-checking/re-evaluating of his/her answer scripts the same is

taken up by the university after the student applies for re-evaluation.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

This Institution issues an Academic calendar of its own which reflects the time schedule for the different programs/courses.

1. A detailed time schedule is incorporated in the academic calendar of the Institution of all the courses about: Internal Evaluation Remedial Classes Admission Process Induction of New Entrants & Old Students School Internship Co-Curricular Activities Micro Teaching Webinars/Seminars/Workshops.

2. The academic calendar also highlights the need to conduct Lesson Plans, Practical, Field Visits, etc in a time-bound manner.

3. Regarding the conduct of School Internship/Practice of Teaching, the calendar reflects that the same must be conducted as per the Guidelines issued by the Universities.

4. All the coordinators and heads of the departments implement the academic calendar in letter and spirit.

5. Due to the prevailing pandemic and the unrest in the valley, the calendar sometimes gets delayed.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching

learning process in not more than 100 - 200 words.

Teaching-learning and internal evaluation processes are aligned with the stated CLOs & PLOs.

The teaching learning and internal evaluation are aligned with the stated CLOs & PLOs in the following manner:

1. **Orientation programs in accord with CLOs and PLOs: The orientation programs acquaint the student teachers about the program requisites in terms of Program Learning outcomes (PLOs) and Course learning outcomes (CLOs) so that the students are orientated beforehand about the objectives of the program.**
2. **Syllabi/courseware delineating CLOs & PLOs: The syllabi/courseware of each program comes with CLOs and PLOs which enables the students and faculty to adhere to the stated PLOs and CLOs. The same is available on the website.**
3. **Internship/School Engagement in terms of CLOs & PLOs: Internships in all programs is conducted according to the set criteria of assessment which are in accord with the stated CLOs and PLOs. The criteria of assessment give the break-up of marks allotted to different areas and indicators.**
4. **Internal evaluation: The internal evaluation in all programs keeps in mind the CLOs and PLOs. The assessments are done keeping in mind to impart required knowledge, skills, and attitudes in student teachers. Assignments, discussions, seminars, demonstrations, and tests in theory and internship are used to assess students in terms of stated CLOs & PLOs.**

File Description	Documents
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.7.2 - Pass percentage of Students during the year

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

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

The progress in student performance on learning tasks is recorded, to a good extent, in the transcript form in the following ways:

i. Theory Classes: All theory classes are conducted and the performance is analysed through the attainments calculated. If the attainment is below the specified level, then the institute immediately works for it. The college organizes various extra classes, brainstorming sessions, workshops, quizzes, etc., to increase the interest of the students. Until present the institution has delineated various attributes to be developed in students in terms of knowledge, skills, and attitudes in all courses.

2. Internship: The progress in all areas of school engagement is traced through Criticism Lesson Plans & Final Lesson Plans demonstrated by the students, and assessments are made in a form giving credence to the holistic development of the student teacher as a competent professional. These plans enable the institution to monitor the performance to enhance the future performance of the students.

3. Introduction of LMS: The institute has started using LMS to acquaint the students with the facility of getting notes, subject material, books, etc anytime, anywhere.

4. Lesson Plans/Demonstrations: Students are given assignments regarding planning of lessons, demonstrations, internship, microteaching, simulated teaching, and practice of teaching, which are monitored and supervised by the teaching faculty, students, and the practice of teaching schools.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.7.4 - Performance of outgoing students in internal assessment

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

729

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	<u>View File</u>
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

The activities include various Quizzes, Group Discussions, Lectures, Seminars, Workshops, etc. The session is carried out every year.

The institution is working tirelessly to ascertain and address the learning needs during the programme.

File Description	Documents
Documentary evidence in respect to claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

File Description	Documents
Sanction letter from the funding agency	**No File Uploaded**
Income Expenditure statements highlighting the research grants received certified by the auditor	**No File Uploaded**
Any other relevant information	View File

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

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	**No File Uploaded**
Sanction letters of award of incentives	**No File Uploaded**
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	**No File Uploaded**
Documentary evidence for each of the claims	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	**No File Uploaded**
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2 - Research Publications

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

2

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

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

2

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

3.3 - Outreach Activities

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

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

12

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

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

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

1818

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	No File Uploaded
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

1165

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

1165

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	No File Uploaded

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

The college has been live to social issues throughout the year and has conducted activities towards social development. These programs are meant to influence the community where the indicators of education and development are alarming.

1. **Every course is accompanied by some portion of self-study or self-work that makes students take the classroom learning to the relevant areas of action. The students get a chance to put the ideas into practice during in-campus and out-campus programs.**
2. **The institution has been live to its ecological responsibility by making it a Plastic Free Zone and No Smoking Zone as well and also by conducting various awareness programs and undertaking activities concerning our fragile ecology such as Cleanliness drives.**
3. **The College with its teachers and students is working to help the population. In this regard the College has started a drive on Distribution of Food and Clothes to the needy people.**

File Description	Documents
Relevant documentary evidence for the claim	**No File Uploaded**
Report of each outreach activity signed by the Principal	<u>View File</u>
Any other relevant information	**No File Uploaded**

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

0

File Description	Documents
Data as per Data Template	<u>View File</u>
Appropriate certificates from the awarding agency	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.4 - Collaboration and Linkages

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

`12`

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

`12`

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

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

`3`

File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	No File Uploaded

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	`Five/Six of the above`

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution has adequate facilities for teaching learning in terms of classrooms, laboratories, computing equipment.

The college has an IQAC, Admission Cell, Training and Placement Cell, Counselling room, Principal Office, Art Room, Examination Cell, Meeting Halls, Staff Room, Accounts Cell, etc.

Besides, a well-equipped Psychology Lab, Language Lab, Science Lab, Geography Lab, and Educational Technology (ET) Lab, the institution has a dedicated Computer Lab with networking and internet facility for students.

The institution also has seminar hall & Meeting Hall for catering to the demands of organising seminars, debates, guest lectures, meetings etc. for interactive teaching – learning activities.

The institution has adequate sports facility for learners. The institution is having Indoor Sports Room with the games like - Table Tennis, Carom, Chess, Gym Centre, Volley Ball and Badminton Court; Kabbaddi, kho-kho ground, Yoga & Meditation Hall for the physical and mental enrichment of the students.

File Description	Documents
List of physical facilities available for teaching learning	**No File Uploaded**
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

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

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

4

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	Nil
Any other relevant information	No File Uploaded

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

0.81

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

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

The college has a Centralized fully Wi-Fi enabled Double-Storey Library with a seating capacity of more than 150 students.

The KOHA offers the access to both faculty and students to its e-resources. Once user is registered by the library, KOHA can be accessed from anywhere, anytime irrespective of platform and device he/she is using. Thus, it is immensely helping our students and teachers in their academic pursuits.

The KOHA have been a boon for teachers and students alike during

COVID-19 pandemic as it has helped them in unhindered access to quality resources. It was of a great help for library users in getting access to quality free and open access material/contents specifically meant for the subjects / course papers taught in the college.

KOHA is user friendly software, as it is built up with easily accessible tabs which separates the reading material according to the names of the writers, subjects, courses, etc. which turns to be very helpful both for the students and the teachers to find the material as per their need. KOHA contains hand written notes and videos of the various subjects of our faculties, which can be easily accessed by the students at any hour of the time. Many E-Journals, E-Resources and E-Books are also available on the portal.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.ssgpareekpgcollegeofeducation.com/library
Any other relevant information	No File Uploaded

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

Library is a storehouse of books. It provides various other sources of information for reading in its premises as well as borrowing for home. College has a Centralized fully Wi-Fi enabled Library with a seating capacity of more than 150 students. Wide range of books are stored in a library and well organized in book shelves which is managed by two persons – Librarian and Lab Boy which is fully dedicated towards maintaining and helping the students and teachers with their needs.

Remote Access:

The college library is subscribing KOHA and offer access to both faculty and students to its e-resources. Once user is registered by the library, KOHA can be accessed from anywhere, anytime irrespective of platform and device he/she is using. Thus, it is immensely helping our students and teachers in their academic pursuits. The KOHA have been a boon for teachers and students alike during COVID19 pandemic as it has helped them in unhindered access

to quality resources. It was of a great help for library users in getting access to quality free and open access material/contents specifically meant for the subjects / course papers taught in the college.

KOHA contains handwritten notes and videos of the various subjects of our faculties, which can be easily accessed by the students at any hour of the time. Many E-Journals, E-Resources, and E-Books are also available on the portal.

File Description	Documents
Landing page of the remote access webpage	[View File](#)
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

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

Three of the above

File Description	Documents
Data as per Data template	[View File](#)
Receipts of subscription /membership to e-resources	[View File](#)
E-copy of the letter of subscription /member ship in the name of institution	[View File](#)
Any other relevant information	No File Uploaded

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

0.31

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

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

338

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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

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

4.3 - ICT Infrastructure

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

College is well equipped with the IT facilities. The Maintenance Officer contacts our vendors for any repair, maintenance, or replacement work of the equipment. The college ensures optimal utilization of funds from time to time for upgradation of facilities in the interest of learners.

All the labs Computer Lab, Psycho Lab, Language Lab, Science Lab, ET Lab Geography Lab, Art & Craft Lab, library, admin office are fully ICT enabled.

The institution has an established E-Library with the software KOHA. KOHA offers access to both faculty and students to its e-resources. Thus, it is immensely helping our students and teachers in their academic pursuits. The KOHA have been a boon for teachers and students alike during COVID19 pandemic as it has helped them in unhindered access to quality resources. It was of a great help for library users in getting access to quality free and open access material/contents specifically meant for the subjects / course papers taught in the college.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	[View File](#)
Any other relevant information	**No File Uploaded**

4.3.2 - Student – Computer ratio during the academic year

100

File Description	Documents
Data as per data template	**No File Uploaded**
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**C. 250 MBPS - 500MBPS**

File Description	Documents
Receipt for connection indicating bandwidth	**No File Uploaded**
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	[View File](#)
Any other relevant Information	**No File Uploaded**

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**Four of the above**

File Description	Documents
Data as per Data Template	[View File](#)
Link to videos of the e-content development facilities	**Nil**
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	**Nil**
Any other relevant information	**No File Uploaded**

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support

facilities during the year (INR in Lakhs)

10

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	**No File Uploaded**

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

The infrastructure pertaining to physical, academic and support facilities in college are regularly maintained under the supervision of various committees which include members from both students, teaching, and non-teaching staff. Most of the classrooms have ICT enabled facilities.

The college ensures optimal utilization of funds from time to time for upgradation of facilities in the interest of learners.

The College hires ICT experts from outside from time – to –time that oversees the ICT support facilities of the Computer Systems and other IT related devices. Any repair beyond the scope of the technical staff of the college is done through authorized service centres/external agencies and purchase of spares (if any) is also made.

The college have Lab Attendants to ensure proper upkeep of the labs including Psychology Lab, Geography Lab, Science Lab, Language Lab, Education Technology Lab, are & Craft Lab, and Computer Lab and maintain proper record of items/equipment in the labs. The Sports Committee keep a record of all the sports equipment and the procurement of new equipment is done by following a proper procedure.

The classrooms are maintained on regular basis and cleanliness is ensured by a group of Class-IV employees and sweepers. The Managing/Academic Planning Committee of the college inspects the

classrooms and other support facilities for learners on periodical basis to ensure proper seating arrangement and other facilities and recommends its upgradation/repair/purchase and necessary arrangements are made in this regard after approval from the principal and secretary.

File Description	Documents
Appropriate link(s) on the institutional website	**Nil**
Any other relevant information	**No File Uploaded**

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

File Description	Documents
Data as per Data Template	<u>View File</u>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<u>View File</u>
Sample feedback sheets from the students participating in each of the initiative	**No File Uploaded**
Photographs with date and caption for each initiative	**No File Uploaded**
Any other relevant information	**No File Uploaded**

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls	**Seven/Eight of the above**

Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
6	100

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

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

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

0

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

0

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

The main objective of the council is to improve the quality of education and to create a healthy academic atmosphere for the students. It is highly active and plays a proactive role through the following:

1. Institutional feedback: The student council is highly active in sharing feedback regarding the institution, teachers, teaching methodology and the college administration. The feedback is analysed by the IQAC and presented before the college administration for further course of action.
2. Part of conducting and organizing events: The council is actively involved in the planning and execution of different activities pertaining to academic, sports and cultural events.
3. Facilitate Communication: Student councils of the institute act as a platform for student voices to be heard and can

provide a space for students to communicate their needs and concerns to the college administration.

File Description	Documents
Copy of constitution of student council signed by the Principal	**No File Uploaded**
List of students represented on different bodies of the Institution signed by the Principal	**No File Uploaded**
Documentary evidence for alumni role in institution functioning and for student welfare	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

8

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

5.4 - Alumni Engagement

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

The main objective of this association is to utilize the services and valuable experiences of Alumni members for the overall development of the institution.

The college conducts the meetings of the Alumni Association twice a year. Alumni's share their concerns, experiences, and suggestions. These suggestions/ feedback expressed are analysed and administered for the further course of action.

Some of the major contributions of alumni members towards the development of institution are as under:

1. Mentoring- Alumni as mentors share information and experiences about their own career paths, and provide guidance, motivation, and emotional support to the students. They also assist students in exploring careers, setting goals, developing knowledge, skills, and positive attitude towards the teaching profession.
2. Extension Lectures and Career Counselling- The institution invites Alumni to provide inspirational lectures with an objective to update the students with the latest trends in the fields of education and technology. Different programmes are also organized by the institution in which alumni members interact with the students regarding teaching pedagogy/methodology.
3. Resource Persons- Many of the alumni members are called upon to serve as resource persons in various institutional programmes, orientation & induction programs, seminars, conferences, workshops, convocation, prize distribution ceremony, etc.

File Description	Documents
Details of office bearers and members of alumni association	[View File](#)
Certificate of registration of Alumni Association, if registered	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

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

1

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

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

The College periodically convenes meeting of Alumni Association members and invites their valuable suggestions for the betterment of the college. To motivate and nurture special talent of students, the institution has made it a point to invite eminent alumni members on various occasions like Seminars, Workshops, Conferences, Orientation, Annual Day, Prize Distribution Ceremony, Convocation, etc. During these programmes, the Alumni share their valuable experiences and success stories to motivate and groom the students for teaching profession. The Alumni members not only motivates the students for seeking teacher education programmes but also acts as a role model and torch bearers for the teacher aspirants.

During orientation programmes, the students get opportunity to interact with the eminent alumni members regarding programme

learning outcomes, pedagogy, recent developments in the field of
education and the need and importance of teaching competencies. They
share their valuable experiences and knowledge to improve the
overall quality of education in the institution.

In addition, the college conducts Alumni meetings every year where
they share their concerns, experiences, and suggestions. The
suggestions/ feedback expressed by alumni members are analysed by
the IQAC team and the same is presented before the College
administration for further course of action.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

We envision ourselves as one of the leading institutes for teacher
training that impart quality and value-based education to the
students of the state by upholding the highest standards of
transparency, accountability, and efficiency.

Vision

To promote a quality, international educational environment that
ensures all students get an opportunity to acquire the skills and
knowledge that they will need to become successful global citizens
and lifelong learners. To promote a quality, international
educational environment that ensures all students get an opportunity
to acquire the skills and knowledge that they will need to become
successful global citizens and lifelong learners. To promote a
quality, international educational environment that ensures all
students get an opportunity to acquire the skills and knowledge that
they will need to become successful global citizens and lifelong
learners. To promote a quality, international educational
environment that ensures all students get an opportunity to acquire
the skills and knowledge that they will need to become successful

global citizens and lifelong learners.

Mission

To create, develop, and enhance a high-quality educational environment that will create globally competent and responsible citizens, who look at the future, learn from the past and practice in the present with a view to contribute towards a better world.

File Description	Documents
Vision and Mission statements of the institution	**No File Uploaded**
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	**No File Uploaded**
Documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

The college practices decentralization and participatory management in keeping with its belief in collective leaderships and democratic tradition.

The decentralization reflex in various committees like: -

1. Internal Quality Assurance Cell (IQAC)

2. Admission Committee

3. Teaching Practice Committee

4. Alumni Committee

5. Time Table Committee

6. Cultural/Extra Based Activity Committee

7. Sports Committee

8. Women/Sexual Harassment/Internal Complaint Committee

9. Academic Planning Committee

10. Feedback Committee

11. Research Committee

12. Anti - Ragging Committee

13. Placement Cell

14. Library Committee

One of the biggest examples of Decentralization & Participative Management is SUPW CAMP which is conducted by the college every year. All the teachers, students, and staff members participate in the camp with full enthusiasm & work for its huge success.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	**No File Uploaded**

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

College maintains complete transparency in its financial, academic, administrative, and other function by clearly defining its vision, mission, objectives, and procedures and disseminating them at all levels. Proper procedures are strictly followed according to government norms.

1. **Transparency in Financial Function: - SSG Pareek College of Education strictly follows all the rules and regulations of government of India. All expenditure proposals undergo strict financial scrutiny at various levels. All its purchases are made in a transparent manner.**
2. **Transparency in Administrative Function: - Every employer from top to bottom is part of the college administration. Recruitment and staff promotions are undertaken with utmost. Applications for various teaching and non-teaching staff are received and processed promptly. Teaching as well as non-teaching staff is given additional tasks in addition to their normal duties from time to time. Deep interest is taken by the**

employees to complete the assigned tasks. Various committees are formed look into the various activities of the college. Notice, Govt. regulations and amendments are promptly placed before the concerned bodies.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

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

The strategy followed by the college is quite specific and action oriented. To achieve the goals, the college has designed specific short term and long-term plans. The time-bound strategic plan developed by the college is effectively implemented and supported with appropriate financial allocations. The officers of the college are governed on the principles of participation and transparencies.

The college maintains an efficient management system to collect align and integrate information on academic and administrative aspects of the college. The college has good practice of meting & deciding on issues. The various teacher in charge is under the obligation of reporting the matter to the head. It is a well-planned and meticulously observed practice.

Partially, the following activities fall under the preview of the issue in hand: -

1. Syllabus coverage

2. Use of Audio-Visual Aids

3. Students Attendance Record

4. Internal Assessment

5. Laboratory Work

6. Use of ICT and Educational Technology

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

Various policies are framed for the effective & efficient running of the institution. Such as: -

1. HR Manual: - The objective of this Manual is to lay down policies and procedures that will govern the management of personnel involved at different levels for the furtherance of the objectives of SSG Pareek college of education.

2. Code of Conduct – The main purpose of a code of conduct is to set and maintain a standard for acceptable behaviour to all stakeholders in a company.

3. Feedback Policy - Effective feedback, both positive and negative, is important for continuous improvement as it helps in understanding the strengths, weaknesses, opportunities, and challenges faced by the Institute.

4. Gender Sensitization Policy - Since its inception, SSG Pareek College of Education has focused on women empowerment by not only by providing world class education but also by providing a conducive environment for their holistic development.

5. Maintenance Policy- The purpose of the scheduled maintenance program is to allow the college to anticipate maintenance requirements and make sure the college can address them in the most cost-effective manner.

6. Research Policy - The proposed incentive policy's main goal is to encourage faculty at to do high quality and produce other research outputs.

7. Strategic Plan - Strategic planning is a continuous process with

a specific focus on accomplishing institutional goals in this competitive world.

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

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

File Description	Documents
Data as per Data Template	[View File](#)
Screen shots of user interfaces of each module	No File Uploaded
Annual e-governance report	No File Uploaded
Geo-tagged photographs	No File Uploaded
Any other relevant information	No File Uploaded

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

The planning and implementation of all the activities of various bodies and committees is carried out by the members of the respective bodies through a well-organized system of planning and evaluation.

Minutes of meetings are duly recorded for maintenance and transparency of records. Various activities and plans in the college are formulated according to the guidelines of the affiliated University & vision and mission of the college.

1. Internal Quality Assurance Cell (IQAC)

2. Admission Committee

3. Alumni Committee

4. Discipline & Grievance Committee

5. Time Table Committee

6. Cultural/Extra-Curriculum/Community Based Activity Committee

7. Extension Lecture Committee

8. Sports Committee

9. Women/Sexual Harassment/Internal Complaint Committee

10. Academic Planning Committee

11. Feedback Committee

12. Research Committee

13. Anti-Ragging Committee

14. Placement Cell

15. Curriculum Enrichment Committee

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

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

Various monetary, non-monetary measures towards personal and professional growth are being followed to the satisfaction of the employees.

The institution takes ample number of welfare measures both for its Teaching and Non-Teaching staff. Such as: -

- **Welfare Measures for Teaching Staff:**
- The institution has fully Wi-Fi enabled Campus, accessible for all faculty members
- Maternity leave of 45 days is given to teachers
- Academic Leave is given for attending Conference/Seminars/Workshops etc.
- Reduced workload while doing Research/ Higher Studies
- Personal Accidental Insurance for all Teaching Staff
- Academic Leave & Duty Leave is also provided Employees
- Sports, gym, and yoga facilities are provided
- Free Wi-Fi facility on campus
- 12 casual leaves are granted

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	**No File Uploaded**
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

0

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

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

3

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

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

63

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

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

College has a mechanism in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff.

The college has a performance appraisal system in place for both of its Teaching and Non-Teaching staff.

Self-Appraisal Method: -

1. The institution or management evaluates teachers based on teaching, research, and participation in development activities.

2. Self-Appraisal form is filled by each teaching & non-teaching member for this purpose, wherein they give the details of their performances.

3. The self-appraisal form submitted by the staff is analysed.

4. The Head of the Department concerned and the principal gives their remark on the performance of the members.

Feedback Method: -

The teaching & non-teaching staff receives the feedback analysis from the institution and the staff gets chance to work on the observations made by the students. This objective and transparent appraisal helps the institution to scale up the benchmarks of performance on one hand and enables the students get the best from the institution.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	**No File Uploaded**
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

6.4 - Financial Management and Resource Mobilization

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

College has adopted quality management strategies in academic and administrative aspects. It is geared to promote an ambience of creativity, innovation and improving quality. The college formulated and established its Internal Quality Assurances Cell (IQAC) to respond to the changing educational, social, and marked demands.

The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time-to-time i.e. from beginning to the end of the course.

This cell also examines and addresses the suggestions received through different mode such as verbal, communicated or through allied channels.

Its major activities include: -

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the college.
- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process.
- Arrangement for feedback responses from students, parents, and other stakeholders on quality related institutional process.
- Organization of various workshops/seminars on quality related themes & promotion of quality circles.
- Development of Quality Culture.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	**No File Uploaded**
List of audit objections and their compliance with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

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

0

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

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

Revenue generated from student fee etc. is a single major source of revenue which is utilized for College infrastructure maintenance, whenever deemed necessary as well as for the development of academic and student services facilities as per the guidelines issued by the State/UT Higher Education Department from time to time.

Optimal utilization of Resources: Keeping in line with the norms, the college has set up finance committee. This setup has democratised decision making in finance as well as administrative matters This procedure potentially ensures timely decision making on important developmental and student related infrastructure augmentation projects/works as well as achieving well defined academic targets in a time bound manner.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	*View File*
Any other relevant information	**No File Uploaded**

6.5 - Internal Quality Assurance System

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

SSG Pareek PG College of Education has adopted quality management strategies in academic and administrative aspects. It is geared to promote an ambience of creativity, innovation and improving quality. The college formulated and established its Internal Quality Assurances Cell (IQAC) to respond to the changing educational, social, and marked demands.

The cell makes assessment of different aspects of the functioning of the college, and monitors their functioning. It gives suggestions from time-to-time i.e. from beginning to the end of the course.

This cell also examines and addresses the suggestions received through different mode such as verbal, communicated or through allied channels.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

College is sensitive to the quality of education as well as to changing educational, social and market demands.

The college has Internal Quality Assurance Cell (IQAC) which asses the performance of the programmes approved by it. The quality is reflected in the implementation of the academic programmes and quantum of target achieved.

The college takes utmost care in planning and implementation of the academic programmes. To sustain the quality of its academic programmes, the stakeholders' feedback and the previous years' results are the benchmark for further improvement.

The college makes all efforts to-

- Ensures adherence to academic calendar with the help of schedule for all activities.
- Supervise content delivery by faculty.
- Ensures high performance of students in internal examination.

- **Monitor attendance of students and keeps the students informed about the same.**
- **Remedial classes are organized as per the requirement and feedback of the students.**
- **To make the library student friendly the institution has taken the measures to digitalize the library.**

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

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

5

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

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

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.ssgpareekpgcollegeofeducation.com/frontend/image/bg/IQAC%20MOM.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.ssgpareekpgcollegeofeducation.com/frontend/image/bg/aqar.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	No File Uploaded
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

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

The IQAC is putting its best and all-out efforts to bring improvements in academics and administrative processes of the college so that quality education can deliver great leaders in future.

Year after year, academic and administrative improvements are noted, which are demonstrated as follows:

Improvements: -

- Institute follow the learning as the course learning outcomes, program learning outcomes.
- MOU with industries & academia to get better placement & higher education opportunities.
- Organize various Webinars/Seminars/Workshops to enhance the skills of the students as well as faculty members.
- To enhance the research culture in education system, institute started Faculty Award & Recognition System.

- **To make transparent & feasible system, institute introduced various Policies & Schemes for both academics & administrative.**
- **Institute will expand faculty development programmes both for teaching as well as non-teaching for development of academic & administrative skills respectively.**

File Description	Documents
Relevant documentary evidence in support of the claim	**No File Uploaded**
Any other relevant information	**No File Uploaded**

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

A green campus is a cleaner, safer, and healthier place to live and work and a place where Environment-friendly practices and education combine to promote sustainable and eco-friendly practices in the campus. Environment safeguarding is underway on the college campus. The following are the green practices that are initiated in the campus to promote eco-friendly practices in the campus. The following are the energy-saving initiatives taken up by the Institution.

- **Anything not in use should be unplugged. Many devices still use energy even if they are not in use.**
- **Unnecessary lights are turned off and it is ensured daylight wherever possible.**
- **LED lights are used in some places on the campus.**
- **The use of fans is ensured to save unnecessary usage like putting the fan off when the room or halls are empty.**
- **All the appliances like chargers, computers, and printers are unplugged when not in use.**
- **The College has adequate green coverage of Neem, Ashoka, Mango, Jamun, Beel, etc., trees on the campus, which makes weather moderate locally in the college, especially during the summer season, and thereby, reduces the usage of Air Conditioners and Electric Fans.**
- **E-waste is usually collected and disposed of from time to time.**

- **College also conducts a Green Audit every year so that energy can be saved.**

File Description	Documents
Institution's energy policy document	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

SSG Pareek College of Education, Jaipur realizes sustainable and holistic waste management essential in reducing its environmental footprints and providing a safe and healthy work environment for teaching, non- teaching staff, students, and visitors.

Solid Waste Management: Dust bins are provided in the campus to keep the campus clean, neat and tidy. Awareness on segregation of waste is created and blue and green dustbins are used. The waste from canteen, Staffroom, hostels, classrooms & other places is disposed off appropriately. The office is slowly yet surely shifting to paperless office management, as such the consumption & production of paper waste has been considerably reduced. The campus is a No Polythene Zone & prohibits single use plastic. Transport arrangements are made for solid waste management through Jaipur Municipal Corporation.

Liquid Waste Management: Faucets, water pipelines and drainage are maintained from time to time. The waste water is disposed of properly in the drainage system. Portable drinking water facility is available in all the blocks of the campus through proper monitoring. Proper drainage system is arranged for all the buildings of the campus.

E-Waste Management: Awareness programs are initiated on e-waste management to sensitize the students & the staff to encourage e-waste management practice. The non-functional computers, equipment and its peripherals are safely disposed. UPS batteries are recharged/repaired/exchanged by the suppliers. All electrical waste such as tube lights, bulbs, old switches, and wires are stored separately with proper housekeeping.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	**No File Uploaded**

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

Three of the above

File Description	Documents
Documentary evidence in support of each selected response	**No File Uploaded**
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

Three of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	**No File Uploaded**
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

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

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

through the following:

Dustbins are provided in the campus to keep it clean, neat, and tidy. Awareness on segregation of waste is created as blue and green dustbins. Transport arrangements are made for solid waste management.

We have made plastic free campus. Student volunteers conduct clean and green programs to generate awareness about green and peaceful earth. The college restricts use of plastic bags in the campus. Special awareness programmes are organized on plastic free environment in and around the campus. Sufficient dustbins are also placed in the appropriate places.

College is trying to make the office paperless to reduce use of paper in the campus. Student and staff database have been digitized through LMS leading to lesser use of paper.

The college has digitized the attendance system for both Students and Teachers through Bio-metric.

The college campus is dotted with majestic Neem, Mango, Beelpatra, Ashoka, Lemon trees and rose, Tulsa, mint, money plant, Aloevera, harshringar, gulmohar, and many other plants that make the environment carbon dioxide free.

File Description	Documents
Documents and/or photographs in support of the claim	[View File]
Any other relevant information	No File Uploaded

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

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	View File
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

0.85

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	No File Uploaded
Any other relevant information	No File Uploaded

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

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges through the following:

1. Women Empowerment: The institution, through its initiatives, leverages local environment by sensitizing, highlighting, and bringing to light various concerns of the environment and community. In this direction, the College conducts various programs and workshops highlighting issues concerning girls and women. The college has done it by conducting various lectures, seminars, workshops, etc for women.
2. 2. Ecology: The other area of concern is ecological. The institution has been live to its ecological responsibility by

> **making it a plastic free zone and No Smoking Zone as well and by conducting various awareness programs and undertaking activities concerning our fragile ecology.**

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	**No File Uploaded**
Web-Link to the Code of Conduct displayed on the institution's website	**No File Uploaded**
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	**No File Uploaded**
Details of the Monitoring Committee, Professional ethics programmes, if any	**No File Uploaded**
Any other relevant information	**No File Uploaded**

7.2 - Best Practices

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

Best Practices- 1

Title of the Practice: Micro teaching and simulation teaching

Objectives of the Practice :Micro teaching and simulation teaching are pedagogical approaches that aim to enhance teacher training and classroom effectiveness.

Conduct:25-02-2021 to 19-03-2021

Practice:Teaching Skills

Evidence of success:Both micro teaching and simulation teaching contribute to comprehensive teacher preparation.Combining micro teaching for specific skill refinement and simulation teaching for holistic scenario-based training can provide a well-roundedpreparation for educators.

Outcome:In conclusion, these approaches offer valuable tools for teacher development, each with its strengths and challenges. The effectiveness of these methods dependsonthoughtful integration into teacher training programs

Best Practices - 2

Title of the Practice : SUPW CAMP (2020-2021)

Objectives of the Practice : Socially useful productive work (SUPW) is a purposive productive work and services related to the needs of the student and the community, which will be proved meaningful to the learner. Every year a SUPW camp is organized at SSG Pareek PG College of Education, Banipark Jaipur.

Conduct : 27-02-2021 to 04-03-2021

Practice : In SUPW Camp Various Competitions were organized by talking to the students according to the house in which the students participated with full enthusiasm.

Evidence of success : This is not only encouraged the students but also taught them the art of making them.

Outcome : There was a fun-filled atmosphere in the entire college premises which we all enjoyed thoroughly.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

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

Talent Search

It seems like you may have meant "talent search." A talent hunt is an event or process where individuals showcase their skills and abilities in a particular field, such as music, dance, sports, or other talents. This can be organized by schools, companies, or entertainment industries to discover and promote talented individuals.In a talent search program, the number of activities that can be organized is quite diverse and depends on the goals and scope of the program. Common activities include:

Auditions: Participants showcase their talents in front of judges.

Performances: Live performances, such as musical acts, dance routines, or theatrical displays.

Competitions: Competitive events where participants can compete in various categories.

Workshops: Educational sessions or training workshops to enhance participants' skills.

Exhibitions: Displaying visual arts, crafts, or other creative works.

Panel Discussions: Engaging discussions on relevant topics within the talent domain.

Showcases: Presentations to highlight a variety of talents in a single event.

Interviews: Conversations with participants to understand their journey and experiences.

Networking Sessions: Opportunities for participants to connect with mentors or industry professionals.

The specific activities chosen depend on the nature of the talent being sought and the preferences of the organizers.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	**No File Uploaded**