



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

BIYANI GIRL'S B.ED COLLEGE

R-4, SECTOR 3, VIDHYADHAR NAGAR, JAIPUR (RAJASTHAN) - 302039
302039

www.byanigirlscollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Biyani Girls B.Ed. College is a very important adjunct, in the field of education. In the professional world, the first step is strengthened by the teacher's trainees of B.Ed., B.Sc. -B.Ed., B.Ed.-M.Ed. & M.Ed. Program. The aim of the college is to transform the hidden unlimited potentialities of girls into creativity, empowerment, and prosperity of the nation with humanity.

The Institution has three-pronged mission, firstly, we have to empower teacher's trainees for transmitting Indian Heritage and Culture through the special studies of pedagogy. Secondly, we strengthen young minds for nation building through teaching and learning, which is a highly noble profession. Thirdly, we orient the prospective teachers for nurturing the Indian values and culture, through the increased proficiency to shape the personality of younger generation learners.

At Present time Biyani Girls B.Ed. College is running the following courses:

1. B Ed. (Bachelor of Education) with six units, 50 seats each, 300 in all, affiliated to University of Rajasthan. Recognized by NCTE and Govt. of Rajasthan.
2. M.Ed. (Master of Education with one unit, (50 seats) affiliated to University of Rajasthan. Recognized by NCTE and Government of Rajasthan.
3. B.Sc. B.Ed. (Bachelor of Education with One unit, 50 seats. integrated course) affiliated to University of Rajasthan. Recognized by NCTE, Govt. of Rajasthan.
4. B.Ed.-M.Ed. Program (with one unit, 50 seats. Integrated course) affiliated to University of Rajasthan Recognized by NCTE, Govt. of Rajasthan. The College with its motto "Women Empowerment through Education" is moving ahead. The present education system focuses mainly on the theoretical knowledge-facts and figures. There is a wide gap. The college has introduced a special module called "Personality Enhancement Program" (PEP) along with the academic curriculum with the purpose of equipping the young aspirants with the tools of the trade or professionalism. Under the PEP, a wide range of activities/lecturers are organized in which specialists from different fields are invited to interact with the students. The subjects include communication skills, inter personal behavior, confidence building, stress management, Yoga, meditation etc.

Vision

Biyani Girls B.Ed. College aims towards "Women Empowerment"

Biyani Girls B.Ed. College embodies a commitment to fostering women's empowerment through education. By providing specialized training in the field of education, the college equips women with the knowledge and skills necessary to excel in their careers and make meaningful contributions to society. Through an inclusive and supportive learning environment, students are encouraged to challenge stereotypes, pursue their passions, and become leaders in their communities. By prioritizing the education and empowerment of women, Biyani Girls B.Ed. College plays a pivotal role in promoting gender equality and advancing social progress.

Mission

“To provide the best professional education opportunities in a progressively enhanced manner”

The aim of the college is to transform the hidden unlimited potentialities of girls into creativity, empowerment, and prosperity of the nation with humanity. To make the pupil teacher's all-rounder the college is providing all facilities which are essential for their betterment.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Good reputation for high quality teaching & laboratory based practical skills & knowledge development.
2. Equal emphasis on co-curricular and value –based programs.
3. Eco-friendly and amicable ambience for working.
4. To make the students ready for the present global scenario beyond the curriculum.
5. Constant encouragement of faculty for pursuing Ph.D., research, advancement of qualification etc. Maximum faculties of the institution are qualified having NET/Ph.D. degree.
6. Constant mentoring, monitoring, and a strong feedback system of students.
7. Training and Grooming of students to make them industry ready and enhancing their Employability skills by imparting Teacher training, Soft skill, GD & Aptitude classes etc.
8. Good faculty retention due to peaceful work environment
9. Various activity viz. Education, Cultural, Sports etc., for Innovation & all round development and extracurricular activities
10. Academic achievements of student in University examination and other platforms.
11. Achievements in placement by students in various reputed organizations.
12. Strong Alumni base that helps for the job generation and referral drive of junior students. They also appraise the college about any known students still jobless, who are given opportunity for new jobs through job fair.
13. Institution is continuously engaged in research projects and research activities . Institution got sponsorships from ICSSR and NAAC to organize seminar and webinar.
14. Students are expressive talented and disciplined.

Institutional Weakness

1. Institution does not have approval of research center by affiliating body.
2. Shortage of ample opportunity for Research Activities due to funding problem by Govt., Non Govt. & External agencies.
3. Institution does not have curriculum flexibility.

Institutional Opportunity

1. Collaboration with Schools, Colleges and University's Institutes of repute and other recognitions.
2. Faculty–student exchange program with reputed College and Universities
3. Focus on Research activities & collaboration with institutes.
4. Involving more faculty members in research oriented programs.
5. Enrollment of Students in Internship programs in different Schools.

Institutional Challenge

1. Students come with various vernacular and ethnic backgrounds and training of these Rajasthani /Regional and Hindi speaking students in English language and developing their communication skills is really a challenging job.
2. Keeping pace with continuous modification of technological and Educational advancement
3. To motivate faculty for Research/and other Educational /Innovation Degree etc.
4. Curriculum of all the programs is decided by university of Rajasthan so curriculum is not flexible it is a big challenge for institute.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum of the institution caters to all the significant areas of teacher education. The courses in all the teacher education programs viz., B.Ed., B.Sc.-B.Ed., B.Ed.-M.Ed. & M.Ed. develop deeper and broader knowledge perspectives in teacher trainee. Due attention is given to interdisciplinary character of teacher education by including core knowledge from various areas like psychology, sociology, 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 develop coherent understanding.

It's ensured that students gain deeper know-how through the pedagogy courses and the courses like assessment and evaluation, guidance and counselling, inclusive education, ICT in education, Childhood and growing up, Understanding disciplines and subjects. Micro-teaching and practice of teaching has pre-practice and post-practice components that hone the pedagogical skills. Not only this, the theoretical knowledge is backed up with the host other school engagements and visits to other institutions, upper primary and secondary schools, and teacher education institutions to enable students crystallize theoretical knowledge into effective practice.

Various Certificate courses also add to the skill set of students like Disaster Management, Principles and deals of Geeta and Gandhism, Public speaking, Yoga and Meditation, Cyber security, Employability skill under life skill, Imagine Education Program and its beneficiary course, Memory enhancement Programme etc.

Every course is accompanied with some portion of self-study or self-work that makes students to take the classroom learning to the relevant areas of action. Since the theory practice nexus is such that it would require students to extend the abstractions of theory into the concretions of practice. Our institution has been very democratic in various areas of deciding crucial things by students and staff. The classroom atmosphere is participative where the teachers and students participate in discussions, classroom seminars, presentations. The climate of collaboration and participation provides platform for critical thinking and hones the skills of dialogue and negotiation. In addition to it there are host of activities that are conducted throughout the year that gives

chance for creative self-expression and enhancement of social and emotional skills.

Teaching-learning and Evaluation

Our institution has been at the forefront in introducing changes in curriculum that not only includes syllabi but teaching-learning methodologies too. It took the faculty some time to slowly shift from pure lecture-based teaching to collaborative, flexible and multi-mode teaching learning in all its programmes. In the institution 95% staff is available on the sanctioned post. The staff used online teaching learning platform such as LMS and College Educational Application GURU- KPO to provide e-content and video lectures prepared by faculties to the students. The various methods of teaching used in the institution are: Use of Experiential Learning and Problem-solving Method, Concept mapping, Brain Storming, Programme learning, Role play method etc.

The institute has greater scope to use experiential learning when students take part in school engagement programs starting from shadowing of teachers to observation of various activities in schools and finally to practice of teaching. The students go through varied first-hand experiences where they participate and engage actively in activities generating an in-depth perspective about schools and schooling.

Teaching learning is as per “**Outcome Based Education**” so proper planning made by faculty members is based on CO-PO. The attainment process for Course Outcomes (COs) and Program Outcomes (POs) involves a structured approach. The process begins with defining clear, measurable COs and POs aligned with educational objectives. Faculty members use a variety of teaching methods and assessment tools to ensure these outcomes are met. Regular evaluations, including exams, assignments, and practical activities help measure students' progress. Feedback mechanisms, such as surveys and peer reviews during teaching learning process, are implemented to refine the curriculum continuously. This systematic approach ensures that students achieve the desired competencies and are well-prepared for their professional careers in education. Also The Shala Darpan portal facilitates the internship process by providing a comprehensive evaluation platform. Student-teachers log their activities and experiences, while mentors assess their performance based on predefined criteria. This digital integration ensures a streamlined, transparent evaluation of the teaching-learning process, enhancing accountability and professional growth.

Infrastructure and Learning Resources

The institution has adequate facilities for teaching learning in terms of classrooms, laboratories and computing equipment's. The institution has 26 classrooms besides these blocks-Academic Block, Administrative Block, Laboratory Block, Library Block, Common Room, Canteen, Toilet Facility, Seminar Hall, Meeting Hall, Assembly Block, Sports Ground, Yoga & Meditation Hall, Temple, Garden, Medical Room, , Hostel, Parking Area etc.

The institution possesses fully equipped 16 smart classrooms, an ICT enabled Auditorium hall with seating capacity of 300 persons. The college has, IQAC, Admission Cell, Training & Placement Cell, Counselling room, Principal Office, Art Room, Examination Cell, Meeting Halls, Staff Room, Accounts Cell, etc.

Besides, a well-equipped Physics Lab, Chemistry Lab, Biology Lab, Psycho Lab, Language Lab, Geography Lab, ET Lab, the institution has a dedicated Computer Lab with networking and internet facility for students. The teaching faculty is keenly making use of E-learning resources like KOHA Software, LMS, and Google Meet/WebEx for further enrichment of teaching learning process. The institution also has ICT enabled

classrooms, digital projectors and smart boards that facilitate and enhance our teaching –learning process. 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 College contains Hostel Facilities as well only for girls.

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 outdoor sports ground for Kabaddi, Kho-Kho, and Yoga & Meditation Hall for the physical and mental enrichment of the students.

Student Support and Progression

The institution has range of student support facilities where students are taken through various experiences that make them fit for progression to a fulfilling career or to a higher professional course.

In addition to implementing the routine curriculum the institution organizes various workshops/seminars/webinars on various themes pertaining to develop soft skills. Institute organises various cultural activities such as Annual function “Taal”, ”Dandia”, Intercollege competition “RAJJAY”, Women’s Day and all the important National Days for overall development of students.

The College has Student Council to promote leadership, human relations, cultural values and citizenship among students.

Institute provide scholarship to the needy and meritorious students so that they can continue their study .Institute also motivate students for higher studies.

The college also has a counselling and placement cell that helps students to make better choices with regard to their careers or further education. Placement cell organize placements drive “**Shakti**” to place students at reputed institutions. Personality enhancement and professional quality developments programs are also organised by placement cells to ensure maximum placements.

The college has an Alumni Committee as well as registered Alumni Association for Alumni’s.

Having a robust teacher education system in place, it is no wonder that many of the students of the institution join as government teachers; many go for higher studies.

Governance, Leadership and Management

The college practices decentralization and participatory management in keeping with its belief in collective leaderships and democratic tradition. The focus on shared responsibility and transparent working decisions are taken collectively. Democratic norms and practices are adopted in decision making and function of the college. The institution is governed on the basis of participatory management principles where committees are framed democratically to function as engines of motivation and performance. Various committees and cells are IQAC, Academic Committee, Sports Committee, Placement cell, Anti-Ragging Committee, Internal complaint committee, Monitoring committee, Maintenance committee, Guidance and Counselling committee, College website Committee ,Student Advisory committee and Alumni Committee The head of the institution does not

take any decision in isolation rather the decision making is an all-inclusive process. Many of the committees have student membership where the students play a vital role. All proposals are tabled by the Coordinators/Convenors of the various committees which is followed by the meetings and related implications discussed threadbare.

Biyani Girls B. Ed College organises several Programs for administrative and professional development of teaching staff as well as for non- teaching staff to focus on enhancing leadership skills, pedagogical techniques, and administrative abilities. Chanakya and similar other faculty development program organises every year for Teaching faculty members for fostering continuous growth and improving teaching quality and institutional effectiveness.

Performance Appraisal Method: The institution 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 - The institution or management evaluates teachers based on teaching, research and participation in development activities. Self-Appraisal form is filled by each teaching & non-teaching member for this purpose, wherein they give the details of their performances. The self-appraisal form submitted by the staff is analysed. Based on this self-performance appraisal form the teachers are given promotions, increment and other facilities.

Institutional Values and Best Practices

Institutional Values: The value framework of the college includes excellence, democracy, participation and transparency. This framework has guided the overall functioning of the institution in its administrative, academic and financial areas and initiatives.

Best Practices:

1. Community Awareness Program (CAP) Empowering through Education- Biyani Girls B.Ed College's Community Awareness Program (CAP) is designed to empower local communities through educational initiatives, fostering awareness, and addressing social issues. Situated in a culturally diverse community, Biyani Girls B.Ed. College recognizes the importance of engaging with local stakeholders to address societal challenges. With a commitment to promoting education and social responsibility, the college initiated the Community Awareness Program as a platform for meaningful interaction and collaboration.

The Community Awareness Program encompasses a variety of activities aimed at promoting community engagement and empowerment:

- **Awareness Program:** The College organizes regular awareness programme on topics such as child labour, Aids awareness, disaster management, Sarak Suraksha etc. targeting community members of all ages.
- **Health Awareness Campaigns:** Health camps, awareness sessions, and seminars are conducted to address prevalent health issues and promote preventive healthcare practices.
- **Environmental Sustainability Initiatives:** The program includes initiatives such as tree planting drives, waste management awareness campaigns, and sustainable living workshops to promote environmental stewardship.

2. Transforming Learning: Integrating Guru KPO Educational App - The objective is to provide students with comprehensive study materials, motivational sessions, counselling support, and informative blogs, catering to their academic and personal growth needs. Biyani Girls B.Ed. College recognizes the evolving landscape of education, where digital tools play a crucial role in supplementing traditional teaching methods. The integration of the Guru KPO educational app into Biyani Girls B.Ed. College involves several key components. Firstly, the app provides access to a diverse range of study materials, curated to align with the college's curriculum and cater to various learning styles. The app offers motivational sessions led by experts in the field, counselling sessions conducted by trained professionals. Moreover, the app hosts a repository of educational blogs authored by faculty members, covering a wide range of topics relevant to students' academic and professional pursuits.

Research and Outreach Activities

The institution has consistently encouraged its faculty to pursue further research to contribute to the institutional development as well as facilitate their career progression. Biyani Girls B.Ed. College has established a comprehensive research policy aimed at enriching both faculty and students. This policy emphasizes the importance of continuous academic growth and professional development. The college has signed eleven Memorandums of Understanding (MOUs) with various reputed institutions. These partnerships enable faculty and student exchange programs, fostering collaboration through guest lectures and internships. Such initiatives not only enhance educational experiences but also broaden perspectives, ensuring that participants gain valuable insights and practical knowledge from diverse academic environments. To develop research culture Institute organise various National and International conferences sponsored by NAAC and ICSSR. BICON is organised by institute every year to engage students and faculties in research activities. Exposure is given to students to carry out research activities in different areas.

The college has been conducting outreach activities in all the major areas to sensitize its trainees and foster changes in the community. The college has been live to social issues all these years and has conducted activities towards social development. Some surveys were also conducted. These programs are meant to influence the community where the indicators of education and development are alarming.

The institution has been live to its ecological responsibility also 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. The College with its teachers and students is working to help the population. In this regard the College has started a drive on Community Development.

In addition to this, the survey also brought to the light the skill deficiencies in the community for which initiatives are being planned.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BIYANI GIRL'S B.ED COLLEGE
Address	R-4, Sector 3, Vidhyadhar Nagar, Jaipur (Rajasthan) - 302039
City	Jaipur
State	Rajasthan
Pin	302039
Website	www.biyanigirlscollege.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Ekta Pareek	0141-2338591	9928910366	0141-2338007	bgbprincipal@gmail.com
IQAC / CIQA coordinator	Shipra Gupta	0141-2338592	9461036868	-	shipragupta86@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Rajasthan	University of Rajasthan	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	23-05-2015	120	NCTE gives us permanent affiliation in all program

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	R-4, Sector 3, Vidhyadhar Nagar, Jaipur (Rajasthan) - 302039	Urban	1.1	12167.4

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No. of Students Admitted
UG	BEd, Department Of Education,	24	Under Graduate	English, Hindi	300	297
UG	B.Sc.B.Ed, Department Of Education,	48	Senior secondary	English, Hindi	50	22
PG	MEd, Department Of Education,	24	B.Ed.	English, Hindi	50	9
PG	BEd MEd, Department Of Education,	36	Post Graduation	English, Hindi	50	40

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	6				3				56			
Recruited	0	6	0	6	2	0	0	2	11	44	0	55
Yet to Recruit	0				1				1			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				15
Recruited	6	9	0	15
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	8	2	0	10
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	6	0	2	0	0	4	8	0	20
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	7	36	0	43
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	378	0	0	0	378
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	37	0	0	0	37
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	59	53	64	39
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	63	75	72	27
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	132	142	122	70
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	124	133	134	92
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		378	403	392	228

Institutional preparedness for NEP**1. Multidisciplinary/interdisciplinary:**

The National Education Policy (NEP 2020) stands as a beacon for reshaping India's educational landscape, anchoring it in indigenous values while driving sustainable societal evolution. Biyani Girls B.Ed. College ardently embraces NEP's vision, striving to impart high-quality education that nurtures students into global citizens. Faculty dialogues at Biyani Girls B.Ed. College revolve around NEP's core tenets: embracing diversity in curriculum and pedagogy, integrating technology for innovative teaching, and fostering critical thinking and creativity. The institution adopts a multidisciplinary approach, empowering pupil teachers to employ diverse methodologies. Continuous NEP awareness sessions

	with experts reinforce the college's commitment to realizing NEP's transformative potential.
2. Academic bank of credits (ABC):	Starting from the current academic year, Rajasthan University introduces the Academic Bank of Credits (ABC) to streamline and enhance the academic experience. ABC revolutionizes academic credit systems by offering students flexibility and autonomy in their Academic journey. Under this innovative framework, students accumulate credits for each course completed successfully, irrespective of the time taken. This allows them to tailor their academic paths, take up interdisciplinary studies, and pursue their interests while ensuring a comprehensive education. Biyani Girls B.Ed. College is committed to fostering a dynamic and student-centric learning environment through the implementation of ABC.
3. Skill development:	At Biyani Girls B.Ed. College, skill development is integral to our educational ethos, ensuring students are equipped for real-world challenges. We employ various strategies to hone their abilities: - Teaching Skills Training: Rigorous training sessions refine teaching skills, preparing students to excel in the classroom. - Seminars, Webinars, and Workshops: Tailored events focus on imparting precise skill sets, keeping students abreast of modern pedagogical practices and educational advancements. - Value-Based Education: Our commitment extends beyond academics. We instill values, responsibility, and a sense of social justice, empowering students to become conscientious citizens who uplift the underprivileged. - Practical Exposure: Skill-based projects, field visits, and internships provide hands-on experience, bridging the gap between theory and practice, nurturing well-rounded professionals. Through these initiatives, Biyani Girls B.Ed. College fosters a holistic educational environment where students thrive academically and personally, ready to contribute meaningfully to society.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Biyani Girls B.Ed. College is dedicated to the appropriate integration of Indian knowledge systems into its educational framework, leveraging teaching in Indian languages, culture, and online courses: Value-Added Certification Courses: Recognizing the importance of Indian languages, culture, and arts, the college plans to offer diverse certification courses in these areas. This initiative aims to enrich students'

	<p>understanding and appreciation of India's rich cultural heritage. Cultural Events: Regularly organized cultural events celebrate Indian knowledge systems, languages, and arts. These events serve as platforms to promote local music, art, languages, and handicrafts, fostering a deep connection with India's diverse cultural tapestry. Interactive Sessions and Competitions: Various discussion sessions, debate competitions, and quiz contests centered on Indian culture are organized to enhance students' awareness and knowledge. These activities encourage active engagement with Indian cultural nuances, fostering a sense of pride and belonging. By integrating Indian knowledge systems into its curriculum and extracurricular activities, Biyani Girls B.Ed. College nurtures students who are not only academically proficient but also culturally rooted and globally aware.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Biyani Girls B.Ed. College has been steadfast in its commitment to Outcome-Based Education (OBE) since its inception, aligning its educational practices with this progressive approach: Clear Course Outcomes: Each course's outcomes are meticulously defined, ensuring clarity and alignment with educational goals. These outcomes serve as benchmarks for student learning and success. - Mapping and Assessment: Rigorous mapping and assessment processes are employed to evaluate the attainment of course outcomes annually. This data-driven approach enables the college to gauge student performance accurately and identify areas for improvement. - Continuous Improvement: Assessment analytics are leveraged to enhance academic quality continually. Insights gained from outcome attainment analysis inform strategic planning, driving improvements in pedagogy and evaluation methods. Moving forward, Biyani Girls B.Ed. College remains committed to strengthening its OBE framework. Close monitoring of attainment levels will facilitate ongoing refinement of pedagogical approaches and evaluation strategies, ensuring alignment with the transformative objectives outlined in NEP 2020. By embracing OBE, the college is poised to nurture competent and adaptable educators equipped to meet the evolving needs of the education sector.</p>
<p>6. Distance education/online education:</p>	<p>Biyani Girls B.Ed. College is at the forefront of</p>

modern education with the launch of Guru Plus app, an advanced version of Guru KPO app, aimed at providing a comprehensive online learning platform. Specifically tailored for higher and professional education, Guru KPO Plus offers versatile study materials, focusing on teacher education and soft skills training. Key features of Guru KPO Plus include: - Versatile Study Material: Covering a wide range of subjects related to teacher education, the app offers curated study materials prepared by our expert academic team. -Convenient Access: Students can easily download the app from the Google Play Store without requiring any login credentials, ensuring seamless access to educational resources. -Interactive Learning: Live classes enable real-time participation and interaction through live chat, allowing students to engage with instructors and clarify doubts instantly. - Personalized Learning Path: The app's analytical capabilities provide personalized learning paths based on customized tests, helping students track their progress and focus on areas that require improvement. With Guru KPO Plus app, Biyani Girls B.Ed. College empowers students and educators alike with anytime, anywhere access to high-quality educational resources. This innovative platform enhances the online learning experience, fostering continuous growth and development in the field of education.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?

Biyani Girls B.Ed. College takes a significant step towards fostering democratic engagement by establishing an Electoral Literacy Club (ELC). This initiative aims to empower students with essential knowledge and skills related to the electoral process, promoting active citizenship and democratic participation. Through informative sessions, interactive workshops, and engaging activities, the ELC equips students with the understanding of electoral systems, voting procedures. By cultivating electoral literacy among its students, Biyani Girls B.Ed. College strives to nurture responsible and informed citizens who contribute meaningfully to the democratic fabric of society.

<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>ELC has been constituted with one senior Faculty as Faculty Coordinator and 4 students as students' coordinator. Students have been selected based on their interest and motivation level.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The following activities were conducted by Institute under ELC in the session 2022-23 a. National Constitution Day on 26th November 2022 b. Human Rights Day on 10th December 2022 c. National Youth Day on 12th January 2023 d. National Voter's Day on 25th January 2023</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>ELC of Biyani Girls B.ED. College has initiated steps on awareness drives of electoral rights. The students are sensitized about their voting rights and are encouraged to enroll themselves in the electoral roll through Voters Day Celebration and other such programs like Human Rights Day, National Constitution Day & Youth Day. ELC has created a dedicated wall in the institute where students and staff sign to create awareness about electoral system and democracy.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>All students enrolled in the institute are over the age of 18. The institute actively organizes various events and programs, such as poster presentations, debates, elocution contests, and essay writing competitions, all aimed at fostering awareness and understanding of electoral procedures.</p>

Extended Profile

1 Students

1.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
846	829	611	537	615
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
450	450	400	250	350
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
212	212	183	118	159
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
335	330	172	289	277
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
327	318	168	284	271
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
378	403	392	228	311
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

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

2022-23	2021-22	2020-21	2019-20	2018-19
63	64	58	60	48

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
65	65	60	60	50

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
190.21	236.07	156.00	125.24	136.94

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

3.2

Number of Computers in the institution for academic purposes..

Response: 327

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Planning

1.1.1

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

Response:

At Biyani Girls B.Ed. College, the institutional process of planning, reviewing, revising curriculum, and adapting it to the local context is a dynamic and collaborative endeavor that involves various stakeholders and follows a systematic approach.

The process begins with the development of an academic calendar, which outlines the schedule of activities, events, and academic milestones for the academic year. The academic calendar is designed to ensure that curriculum planning, implementation, and assessment activities are aligned with the overall goals and objectives of the college.

Orientation programs are conducted at the beginning of each academic year to familiarize faculty members and students with the curriculum, policies, and procedures of the college. During these programs, faculty members receive training on curriculum development, pedagogical techniques, and assessment strategies, while students are introduced to the expectations and requirements of their respective programs.

Coursework files serve as a central repository for course materials, including syllabi, lesson plans, assignments, and assessments. Faculty members collaborate to develop and update course materials based on the latest research, best practices, and feedback from students and colleagues. The coursework files are regularly reviewed and revised to ensure that they reflect current standards and meet the needs of students.

Internal exams are administered periodically to assess students' progress and mastery of course content. The results of these exams are used to identify areas of strength and weakness, inform instructional planning, and guide curriculum revisions. Faculty members analyze exam data and student performance to identify trends, gaps, and opportunities for improvement in the curriculum.

Throughout the academic year, faculty members engage in ongoing discussions and professional development activities to review and revise the curriculum based on feedback from students, colleagues, and external stakeholders. This iterative process allows for continuous improvement and adaptation of the curriculum to the local context, ensuring that it remains relevant, responsive, and effective in meeting the needs of students and the community.

In summary, the institutional process of planning, reviewing, revising curriculum, and adapting it to the local context at Biyani Girls B.Ed. College is characterized by collaboration, reflection, and responsiveness. By following a systematic approach and engaging stakeholders at every stage of the

process, the college ensures that its curriculum remains dynamic, relevant, and aligned with its mission of providing quality education to future educators.

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	View Document
Plan developed for the last completed academic year	View Document
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	View Document

1.1.2

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

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

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

Response: A. Any 5 or more of the above

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

1.1.3

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

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

Response: A. All of the above

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

1.2 Academic Flexibility

1.2.1

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

Response: 80.89

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	91	55	55	48

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

2022-23	2021-22	2020-21	2019-20	2018-19
137	96	70	67	59

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

1.2.2**Average Number of Value-added courses offered during the last five years****Response: 7****1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
13	9	7	4	2

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

1.2.3

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

Response: 93.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
800	789	580	501	555

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

1.2.4

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

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

Response: A. All of the above

File Description	Document
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses	View Document
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View Document
Data as per Data Template	View Document

1.2.5

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

Response: 3.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	31	27	14	22

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document

1.3 Curriculum Enrichment**1.3.1**

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

Response:

Teacher preparation begins with making the B. Ed. students of the institution understand the concept of teacher education. The course “**Contemporary India and Education**” in B.Ed. Programme and **Historical, Political and Economic aspects of education, Teacher Education** in M.Ed. programme. It includes concepts that lead to the development of a broader understanding of teacher education. The policy frameworks on education in pre-independent and post-independent India and five-year plans are dealt extensively to provide a deep understanding about the history of teacher education in the country.

The curriculum of this institution offered for the B.Ed. and M.Ed. Programmes provides opportunities to acquire knowledge and skills of a world-wide teacher curriculum to include the core areas of teacher behavioral components and skills so that the learning areas are focused towards the attitude formation of a global curriculum. The knowledge domain emphasizing on acquisition, integration, construction, analysis, synthesis and application are provided through Microteaching, Practice teaching , seminars/webinars, workshops, extension lectures, discussions, debates, Students are provided

conceptual knowledge and application to create representative models and simulation scenarios.

Teacher Education reaches different levels of education such as pre-primary, primary, elementary, secondary and higher secondary. The quality of pedagogical inputs, practicum and practice teaching experiences prepares the student teachers of the institution adequately for teaching at the secondary and

Higher secondary levels. The teachers demonstrate the preparation of innovative teaching aids. In addition to all these, special programmes are organized to help the student teachers to gain procedural knowledge and skills for teaching at different levels.

Extrapolation of the skills acquired by the students of the institution makes learning meaningful. Students of the institution are reflective and they ask questions on why and how. They brainstorm, mind map, peer teach and discuss to organize their thoughts for all the courses. They apply these teaching strategies during their internship. The ICT knowledge they gain in the institution helps them to make PPT on various topics. They learn to think critically and creatively. They apply the knowledge they gain in the institution in classroom management and organizing activities.

Students learn about emotional intelligence, critical thinking, negotiation and communication, collaborative skills, self-esteem, stress management, and positive thinking. Team building skills are developed in the classrooms. Students are involved in group work and discussion. They are introduced to the tools and techniques of collaboration. Classroom tasks and assignments enrich their learning and facilitate the development of life skills. Value added courses **“Principals and Deals of Gita and Gandhism”** and **“Yoga and Meditation”** were made mandatory for students.

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

1.3.2

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

Response:

The school system in India is diverse and the students need to understand the diversities as they are to working this set up in future. The institution therefore ensured that the students were familiarized with the diversities that exist in the Indian system. This is done in the following ways:

The students were made known about the history behind the development of the present-day school

system along with the concepts that deal with the sociological foundations of education in the courses they learn.

A special session on “**Role on Different Boards in Indian education System**” was organized for the students. Recourse Person explained the functional differences between Central Board of Secondary Education (CBSE), Indian Certificate of Secondary Education (ICSE), International Baccalaureate (IB), State Board of Secondary Education and National Institute of Open Schooling.

A Guest Lecture on” **Indian Assessment system**” was taken to explain the assessment techniques applied in India.

PPT Presentation on **Comparative Education**: In this presentation, students would compare and contrast the education systems of India and the United States., Comparative study at sec level in International and National education, Comparative Studies between National and International Education at the middle They would explore key aspects such as educational philosophy, curriculum design, teaching methods, assessment practices, and educational policies in both countries. This comparative analysis would deepen students' understanding of the strengths, weaknesses, and unique characteristics of each system.

A webinar was organized for the students on “**New education Policy-2020**”. The salient features of education system of India were explained. This helped the students to know about the significant aspects of the education system and Role and Responsibilities of Higher Education Institution in effective implementation of NEP-2020.

File Description	Document
Documentary evidence in support of the claim	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document

1.3.3

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

Response:

To Enhance Professional Capacities, the learning engagement of students is assured by the institution through its way of planning and delivery of a wide range of curricular experiences. The syllabi for the different programmes form the base upon which learning experiences are built. The learning experiences are designed to make students reflect a deeper and sophisticated understanding of the academic disciplines. To enhance professional capacities of student teachers, there are value added courses for which assessment is on fully internal basis. Some value added courses are Radio and Communication, Artshala, Rubicon, Guidance and Counseling etc.

The B. Ed. ,B.Ed.-M.Ed., B.Sc.-B.Ed., M.Ed. curriculum includes components that reinforce the learning that can happen through theory papers .The courses “Reading and Reflecting on Texts” “Drama and Art in Education” are prescribed for first year and “Understanding of ICT” is prescribed for second year students and Educational Studies for M.Ed. students. Special efforts are made through these courses to help students to develop professional competencies. Books that can sharpen the understanding of educational concepts are taken up for reading and reflection. Students are made to use drama as a critical pedagogy. Activities are developed to make students realize and appreciate the transformative role of ICT in education. Reflection exercises are given for introspection and making students establish their identity in personal and life. PPT presentation on Comparative education and other various topics enhances expression and presentation skills.

Work experience in the form of microteaching and practice teaching develop professional competencies in students. All these learning engagements make student teachers apply their theoretical understandings in real life situations.

Special lectures/ special addresses/ special sessions organized by the institution such as “How to become a successful entrepreneur”, “How to improve communication skill”, workshop on “self-defense “and Communication Skill Development etc. These provide information that may not be included in the syllabus, but nevertheless supports the learning of the courses.

It is a regular practice of the institution to organize seminars, webinars and workshops for teaching and student community. The themes of such programmes are planned to prepare students for the teaching profession. Some programmes are “Ramayana se seekhe management”, Seminar on “Emotional Healing”, Sessions on “How to use teaching aid”,”How to calculate reliability and validity “etc.

The institution thus keeps the learners engaged at the cognitive, affective, psychomotor and social levels by its efforts so that they are primed to become well-rounded individuals.

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

1.4 Feedback System

1.4.1

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

Structured feedback is obtained from

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

Response: B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Paste link for additional information	View Document

1.4.2

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

Response: C. Feedback collected and analysed

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 90.32

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

2.1.2

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

Response: 81.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
170	119	171	107	139

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years**Response:** 5.67**2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
37	29	23	8	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

2.2 Honoring Student Diversity**2.2.1**

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

Response:

At Biyani Girls B.Ed. College, the assessment process begins at the entry level during the Orientation Program, where a comprehensive counseling session is conducted. This session aims to identify the diverse learning needs of students assess their readiness to undergo the professional education program, and determine the academic support required for their success. A key component of this process involves the utilization of a Google Form filled out by students to gather essential information encompassing personal, academic, economic, and extracurricular activity details. Additionally, students undergo the Jalota IQ Test, designed to measure Intelligence of students.

The counseling session during the Orientation Program serves as an invaluable platform for engaging with incoming students and understanding their individual backgrounds, experiences, and aspirations. Through open dialogue and targeted questioning, counselors gather insights into students' personal circumstances, such as familial responsibilities, socio-economic status, and any personal challenges they may face. This information is vital for tailoring support services to address students' specific needs effectively.

The Google Form serves as a structured tool for collecting comprehensive data from students. It covers a wide range of areas, including academic history, previous educational experiences, areas of academic strength and weakness, and any accommodations or support services previously utilized. Furthermore,

students provide information regarding their economic background, enabling the institution to identify students who may require financial assistance or scholarships to support their education. Additionally, details about extracurricular activities offer insights into students' interests, talents, and potential areas for personal and professional development.

One of the unique features of the assessment process at Biyani Girls B.Ed. College is the administration of the Jalota IQ Test. Developed specifically for measuring differences in learning needs, this test assesses various cognitive abilities, including critical thinking, problem-solving, and information processing skills. By administering this test, the college gains valuable insights into the diverse learning profiles of incoming students, enabling educators to tailor instructional approaches and support services accordingly.

Upon completion of the assessment process, the college utilizes the gathered data to develop personalized academic support plans for each student. These plans may include access to tutoring services, specialized workshops on study skills and time management, accommodations for students with disabilities, and mentorship programs. Additionally, the college employs a proactive approach to academic support, regularly monitoring students' progress and providing timely interventions when needed.

Biyani Girls B.Ed. College has a comprehensive assessment process in place for entry-level students to identify their diverse learning needs and readiness for professional education programs. This approach is crucial for creating a supportive learning environment that caters to students' individual requirements. By assessing students' learning needs and readiness levels, the college can tailor academic support programs to address areas where students may need additional assistance. This proactive approach can significantly enhance the overall learning experience and contribute to student success.

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

2.2.2

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**

5. Collaborative tasks**6. Assistive Devices and Adaptive Structures (for the differently abled)****7. Multilingual interactions and inputs****Response:** A. Any 5 or more of the above

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

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

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

2.2.4**Student-Mentor ratio for the last completed academic year****Response:** 13.65**2.2.4.1 Number of mentors in the Institution****Response:** 62

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3 Teaching- Learning Process

2.3.1

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

Response:

College is ensuring the use of student-centered methods such as experimental, participatory learning and problem solving methods, brain storming, group discussion, online mode of teaching in the teaching-learning process as regular teaching learning activities. Students are encouraged to expand their learning horizons beyond the curriculum and classroom to outreach programs via hands on experiences with the community at large. These are following activities adopted by our faculty members to enhance students learning:-

- **Creating Student council :-**

This student council has organized by the students and for the students. It has given students a platform to think critically and objectively inculcating research and original thought and also stimulate leadership, team spirit, organizational and management skills.

- **Experimental learning :-**

Our college is giving all students the occasion to assume a job as a teacher and have insight of educating in the classroom. Our college is additionally promising students to coordinate projects at departmental level. It is assisting the students with improving their insight, introduction abilities and personality enhancement.

In this method classroom transaction involves discussions, collaborative learning, peer assisted learning, concept mapping, theme based activities, assignment, seminar presentation, projects, field work and visits etc. which exposes them to the real world and allows them to demonstrate their skills enhancing capacity building.

In the B.Ed., B.Sc.-B.Ed., and B.Ed.-M.Ed. programs, internships provide invaluable practical teaching experience. Students step into real classroom environments, applying pedagogical theories learned in academic settings. This immersive experience bridges the gap between theory and practice, allowing aspiring educators to refine their teaching skills and develop confidence. By actively engaging with

students, managing classrooms, and adapting lesson plans to diverse learning needs, interns cultivate a deep understanding of educational dynamics. The internship serves as a pivotal phase in their professional journey, preparing them to navigate the challenges and complexities of teaching with competence and efficacy.

- **Participant learning:-**

Our college is utilizing participatory figuring out how to urge students to be effectively associated with the learning process. College is utilizing the accompanying member learning strategies like group discussion, small group exercise, assignment, allocation, quiz, case study, project, Awareness program and many more.

- **Problem solving methodologies :-**

Our college is provide a various opportunities to students as problem solving strategies like case studies, panel discussion, group discussion, webinars and seminars on various educational problems, guest talks and so on to improve critical thinking, creativity and problem solving skills among students and are asked to prepare project reports by various departments.

- **Focused group discussion :-**

For using this strategy faculty members plan a systematic process, in which they involves the students from same stream like science, arts together to discuss a specific topic of interest. It is a form of qualitative research where questions are asked about their perceptions attitudes, beliefs, opinion or ideas. In focus group discussion participants are free to talk with other group members; unlike other research methods it encourages discussion with other participants.

- **Online mode :-**

Nearly all the faculty members are using ERP / LMS to teach their respective subjects. During the COVID-19 pandemic, students are being taught through online mode only. Our college also has its own education app “GURUKPO plus”, where all the video lectures, think tanks are available regarding their all subjects.

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

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning

Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 84.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
48	52	50	56	41

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

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

Response: 79.79

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

Response: 675

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any additional Links	View Document

2.3.4

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

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

Response: A. Any 4 or more of the above

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

2.3.5

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

Response:

Continual mentoring is a cornerstone of the educational experience at Biyani Girls B.Ed. College, where teachers are committed to nurturing professional attributes in their students. This holistic approach to mentoring encompasses various facets of a teacher's journey, ensuring that students are well-equipped to navigate the complexities of the education profession.

One crucial aspect of mentoring at Biyani Girls B.Ed. College is guiding students in working effectively in teams. Teachers emphasize the importance of collaboration and teamwork, providing students with strategies to leverage diverse perspectives and skill sets within their teams. Through collaborative projects and activities, students learn to communicate effectively, delegate tasks, and work towards common goals, preparing them for the collaborative nature of the teaching profession.

Dealing with student diversity is another area where mentoring efforts shine. Teachers recognize the diverse backgrounds and learning needs of students and help students develop inclusive teaching practices. Mentors provide guidance on creating a welcoming and supportive classroom environment where all students feel valued and respected. They encourage students to celebrate diversity, incorporate multicultural perspectives into their lessons, and adapt their teaching methods to meet the needs of diverse learners.

In addition to working with students, mentoring at Biyani Girls B.Ed. College also focuses on developing students' conduct with colleagues and authorities. Teachers instill in students the importance of professionalism, integrity, and ethical behavior in all their interactions. They provide guidance on navigating professional relationships, resolving conflicts diplomatically, and advocating for themselves and their students effectively. By modeling positive behavior and providing real-world examples, mentors help students cultivate strong professional identities that will serve them well in their future.

careers.

Balancing home and work stress is a common challenge for educators, and mentoring efforts at Biyani Girls B.Ed. College address this issue head-on. Teachers provide students with practical strategies for managing their workload, setting boundaries, and prioritizing self-care. They encourage students to cultivate hobbies and interests outside of work, maintain a healthy work-life balance, and seek support when needed. By promoting holistic well-being, mentors ensure that students are equipped to thrive both personally and professionally.

Staying abreast of recent developments in education and life is essential for educators to remain effective in their practice, and mentoring efforts at Biyani Girls B.Ed. College facilitate this continuous learning process. Teachers provide students with access to the latest research, resources, and professional development opportunities in the field of education. They encourage students to attend conferences, workshops, and seminars, participate in online communities, and engage in reflective practice. By fostering a culture of lifelong learning, mentors empower students to stay informed, innovative, and inspired in their teaching practice.

Continual mentoring at Biyani Girls B.Ed. College is a comprehensive and multifaceted process aimed at developing the professional attributes of future educators. Through guidance, support, and encouragement, teachers help students work effectively in teams, embrace student diversity, conduct themselves professionally, balance work and home stress, and stay current with recent developments in education and life. By investing in the growth and development of their students, mentors at Biyani Girls B.Ed. College are shaping the future of education and empowering the next generation of teachers to make a positive impact in their classrooms and communities.

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

2.3.6

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

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

Response: B. Any 4 of the above

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

2.3.7

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

Response:

The teaching-learning process is a dynamic and multifaceted journey that goes beyond the mere transmission of knowledge. At its core, this process is a catalyst for nurturing creativity, innovativeness, intellectual and thinking skills, empathy, and life skills among students. By embracing a holistic approach to education, educators create an environment where students can thrive intellectually, emotionally, and socially.

Creativity is the cornerstone of the teaching-learning process, as it encourages students to think outside the box, explore new ideas, and express themselves in innovative ways. Through creative activities such as art projects, writing assignments, and hands-on experiments, students are empowered to unleash their imagination and develop their unique talents and interests.

Innovation is another essential aspect nurtured through the teaching-learning process. By encouraging students to question the status quo, seek alternative solutions, and take calculated risks, educators foster a culture of innovation in the classroom. Whether it's designing new technologies, solving real-world problems, or developing entrepreneurial ventures, students learn to embrace change and adapt to an ever-evolving world.

Intellectual and thinking skills are honed through rigorous inquiry, critical analysis, and problem-solving exercises embedded within the teaching-learning process. By engaging students in challenging tasks and thought-provoking discussions, educators stimulate their intellect and cultivate their analytical abilities. Students learn to evaluate information critically, make reasoned judgments, and communicate their ideas effectively, preparing them for success in academia and beyond.

Empathy is a vital component of the teaching-learning process, as it fosters understanding, compassion, and respect for others. Through collaborative projects, group discussions, and service-learning opportunities, students develop empathy by stepping into the shoes of others and seeing the world from different perspectives. They learn to appreciate diversity, navigate complex social dynamics, and build meaningful relationships based on mutual trust and empathy.

Life skills such as communication, collaboration, leadership, and resilience are essential outcomes of the teaching-learning process. Through experiential learning activities, role-playing exercises, and real-world simulations, students acquire practical skills that are essential for success in the 21st-century workforce. They learn to work effectively in teams, communicate their ideas persuasively, adapt to changing circumstances, and overcome adversity with resilience and determination.

Furthermore, the teaching-learning process nurtures essential life skills such as critical thinking, decision-making, time management, and self-reflection. By engaging students in reflective practice, goal setting, and self-assessment, educators empower them to take ownership of their learning journey and develop the skills and habits necessary for lifelong success.

The teaching-learning process is a transformative journey that nurtures creativity, innovativeness, intellectual and thinking skills, empathy, and life skills among students. By embracing a holistic approach to education, educators create a dynamic learning environment where students can thrive intellectually, emotionally, and socially. Through creative expression, innovative thinking, critical inquiry, and empathetic understanding, students develop the skills and qualities needed to navigate an increasingly complex and interconnected world with confidence and resilience. As educators, it is our responsibility to foster an environment where every student can reach their full potential and become active participants in shaping a brighter future for themselves and their communities.

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

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

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

Response: B. Any 6 or 7 of the above

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

2.4.2

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Response: A. Any 8 or more of the above

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

2.4.3

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

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

Response: A. All of the above

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

2.4.4

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

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

Response: B. Any 3 or 4 of the above

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

2.4.5

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

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

Response: B. Any 4 of the above

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

2.4.6

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

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

Response: B. Any 4 of the above

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

2.4.7

A variety of assignments given and assessed for theory courses through

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

Response: B. Any 3 of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

At Biyani Girls B.Ed. College, the internship program is meticulously designed with careful consideration to ensure students are thoroughly prepared for their practical teaching experience. The institution's preparatory efforts encompass various aspects, including the selection of schools for internship, orientation to school principals and teachers, orientation to students going for the internship, defining the role of teachers of the institution, streamlining modes of assessment of student performance, and exposure to a variety of school setups.

Selection/Identification of Schools for Internship:

The selection process for internships for B.Ed., B.Sc.-B.Ed., and B.Ed.-M.Ed. students through the Shala

Darpan portal, based on their choice preference, would typically involve the following steps:

- Registration and Profile Creation
- Preference Selection
- Application Submission
- Selection Criteria
- Notification of Selection
- Acceptance and Confirmation
- Internship Period
- Evaluation and Feedback

Orientation to School Principal/Teachers:

Prior to the commencement of the internship program, students receive comprehensive orientation sessions conducted by the institution's faculty members. These sessions provide students with valuable insights into the expectations and responsibilities of teaching in a school setting.

Orientation to Students Going for Internship:

Students participating in the internship program undergo thorough orientation sessions to prepare them for the challenges and opportunities they may encounter during their teaching practicum. These sessions cover topics such as classroom management strategies, lesson planning techniques, effective teaching methodologies, and professional development. Additionally, students receive guidance on developing rapport with students, addressing diverse learning needs, and fostering an inclusive learning environment.

Defining Role of Teachers of the Institution:

The institution's faculty members play a pivotal role in supporting students throughout their internship journey. They provide mentorship, guidance, and feedback to help students navigate the complexities of the teaching profession. At the end of the internship the head of the school (Principal of internship school) gave an internship completion certificate to students with the proper assessment and marking Performa. Our institute also provide the students a feedback format to filled by the another stake holders.

Exposure to Variety of School Setups:

To provide students with a comprehensive learning experience, the internship program incorporates exposure to a variety of school setups. Students are placed in diverse educational settings, including urban, rural, public schools, to gain a deeper understanding of the educational landscape. This exposure allows students to adapt to different teaching environments, work with diverse student populations, and develop versatile teaching skills that are applicable in various contexts.

Internship program is meticulously planned and executed to ensure students are well-prepared for their practical teaching experience. By focusing on selection of schools, orientation to school stakeholders, defining roles, streamlining assessment methods, and providing exposure to diverse school setups, the institution equips students with the knowledge, skills, and confidence needed to succeed as educators in the dynamic field of education.

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

2.4.9

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

Response: 1.05

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

Response: 320

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**
- 4. Student counseling**
- 5. PTA meetings**
- 6. Assessment of student learning – home assignments & tests**
- 7. Organizing academic and cultural events**
- 8. Maintaining documents**
- 9. Administrative responsibilities- experience/exposure**
- 10. Preparation of progress reports**

Response: A. Any 8 or more of the above

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

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

At Biyani Girls B.Ed. College, effective monitoring mechanisms are implemented during the internship program to ensure the optimal impact of student teachers' experiences in schools. These mechanisms involve the active participation of teacher educators, school principals, school teachers, and peers, each playing a distinct role in supporting and evaluating student teachers' progress and development.

1. Role of Teacher Educators:

Teacher educators from Biyani Girls B.Ed. College play a crucial role in monitoring and guiding student teachers throughout their internship. They provide pre-internship orientation sessions to prepare students for the practical aspects of teaching and establish clear expectations. They assess student teachers' performance against predetermined criteria, such as lesson planning, classroom management, and instructional delivery. Additionally, teacher educators facilitate reflective discussions to help student teachers identify strengths and areas for improvement, fostering a culture of continuous professional growth.

2. Role of School Principal:

The school principal serves as a key stakeholder in the monitoring process, overseeing the overall implementation of the internship program within the school setting. They collaborate with teacher educators to establish a supportive learning environment conducive to student teachers' growth and development. The principal communicates expectations to school staff regarding the role of student teachers and provides necessary resources and support. Additionally, the principal conducts periodic meetings with student teachers to assess progress, address concerns, and provide encouragement. By actively engaging with student teachers and offering guidance, the principal contributes to creating a positive and enriching internship experience.

3. Role of School Teachers:

Experienced school teachers act as mentor teachers, guiding and supervising student teachers during their internship. Mentor teachers provide ongoing support, feedback, and mentorship to help student teachers navigate the challenges of classroom teaching. They model effective teaching practices, share instructional resources, and offer constructive feedback on lesson plans and teaching strategies. Mentor

teachers also facilitate opportunities for student teachers to observe experienced educators in action, providing valuable insights into effective teaching methods and classroom management techniques. By serving as role models and mentors, school teachers play a pivotal role in shaping the professional growth and development of student teachers.

4. Role of Peers:

Peer support and collaboration are integral components of the monitoring mechanisms during the internship program. Student teachers engage in collaborative activities and peer observations, allowing them to learn from each other's experiences and perspectives. Peers provide mutual support, share ideas, and offer constructive feedback to help each other improve their teaching practice. Peer observations provide an opportunity for student teachers to receive feedback from their peers, gaining valuable insights and alternative approaches to teaching. By fostering a culture of collaboration and peer learning, student teachers develop a sense of camaraderie and collective responsibility for their professional growth and success.

Biyani Girls B.Ed. College implements effective monitoring mechanisms during the internship program to ensure the optimal impact of student teachers' experiences in schools. Through the active involvement of teacher educators, school principals, school teachers, and peers, student teachers receive comprehensive support, feedback, and guidance to enhance their teaching skills and professional development. By collaborating closely with school stakeholders and fostering a culture of reflection and continuous improvement, the internship program at Biyani Girls B.Ed. College prepares student teachers to become competent and confident educators capable of making a positive impact in the field of education.

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

2.4.12

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

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

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

Response: A. All of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document

2.4.13

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

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

Response: D. Any 1 or 2 of the above

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

2.5 Teacher Profile and Quality**2.5.1**

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

Response: 97.67

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

2.5.2

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

Response: 75.09

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

Response: 44

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

2.5.3

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

Response: 7.3

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

Response: 460

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document
Any other relevant information	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

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

Response:

At Biyani Girls B.Ed. College, teachers are deeply committed to maintaining their professional competence and staying abreast of current developments in the field of education. To achieve this, they engage in a variety of efforts aimed at continuous learning and professional growth, including in-house discussions on current developments and issues in education and sharing information with colleagues and other institutions on policies and regulations.

1. In-House Discussions on Current Developments and Issues in Education:

Teachers at Biyani Girls B.Ed. College regularly participate in in-house discussions focused on current developments and issues in education. These discussions provide a forum for teachers to exchange ideas, share insights, and explore emerging trends and best practices in teaching and learning. Topics covered may include new teaching methodologies, innovative instructional technologies, research findings, and educational policy changes. Through these discussions, teachers gain valuable knowledge and perspectives that inform their teaching practice and enhance their effectiveness in the classroom. Moreover, these discussions foster a culture of collaboration and continuous improvement, where teachers support each other in navigating the complexities of the education profession.

2. Sharing Information with Colleagues and Other Institutions on Policies and Regulations:

Teachers at College actively engage in sharing information with colleagues and other institutions regarding policies and regulations relevant to the field of education. This includes sharing updates on government policies, curriculum revisions, assessment frameworks, and accreditation standards. By staying informed about changes in policies and regulations, teachers are better equipped to adapt their teaching practices and ensure compliance with educational guidelines. Teachers collaborate with colleagues from other institutions to exchange ideas and resources, participate in professional development workshops, and contribute to educational research and advocacy efforts. This collaborative exchange of information fosters a sense of community and collective responsibility for advancing the quality of education both within the institution and across the broader education landscape. Faculty exchange programs also take place in our institute. It plays a crucial role in professional development for educators. Here is importance of faculty exchange program

- Exposure to Diverse Teaching Methods
- Enhanced Research Collaboration
- Broadened Cultural Perspectives
- Professional Networking
- Personal and Professional Growth
- Institutional Benefits
- Reputation and Visibility
- Improved Student Experience

In addition to in-house discussions and information sharing, teachers at our college pursue various other avenues for professional development and staying updated in their field. These may include attending conferences, workshops, and seminars; enrolling in online courses and certifications; engaging in research and publication activities; participating in professional learning communities and networks; and seeking mentorship and coaching from experienced educators. By actively engaging in these efforts, teachers demonstrate their commitment to lifelong learning and professional excellence, ultimately benefiting their students and contributing to the advancement of the education profession as a whole.

File Description	Document
Documentary evidence to support the claims	View Document

2.6 Evaluation Process

2.6.1

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

Response:

Purpose of Continuous Internal Evaluation:

The institution follows Continuous Internal Evaluation to allow students demonstrate their learning at regular intervals and this is beneficial to both the students and teachers. Students are able to build on their existing knowledge and receive regular feedback on their learning progress through cognitive and non-cognitive assessment tasks. Teachers are able to diagnose the learning difficulties of the students and plan remedial instruction on the basis of continuous internal assessment.

Components of Continuous Internal Evaluation:

The continuous internal assessment includes two components namely internal evaluation of term exams and internal assessment of tasks and assignments. The term exams are conducted as per the academic calendar and the Exam Committee takes the responsibility of conducting the term exams. The internal exams were conducted for B.Ed., B.Sc.-B.Ed., B.Ed.-M.Ed. and M.Ed. as per the University norms. The teachers who teach the different courses are entrusted with the responsibility of preparing question papers for internal evaluation.

1. Formative Assessments:

Formative assessments are conducted regularly throughout the academic year to monitor students' progress and provide timely feedback. These assessments may take the form of Micro Teaching, Criticism Lesson Plan Presentation, Daily Lesson Plan Presentation, assignments and projects. By offering frequent opportunities for students to demonstrate their understanding of concepts and apply their learning in different contexts, formative assessments promote active engagement and deeper learning.

2. Classroom Participation and Engagement:

Students are encouraged to contribute to discussions, ask questions, and share their perspectives on course materials. Instructors assess students' participation based on their involvement in class discussions, completion of assigned tasks, and overall engagement with course content. This component of CIE fosters a collaborative learning environment where students can exchange ideas, challenge assumptions, and deepen their understanding through interaction with peers and instructors.

3. Assignments and Projects:

Assignments and projects are designed to assess students' ability to synthesize information, critically analyze concepts, and apply theoretical knowledge to real-world situations. These tasks are often interdisciplinary in nature, requiring students to integrate insights from different subject areas and demonstrate creativity and originality in their work. Assignments and projects may be individual or

collaborative, allowing students to develop teamwork and problem-solving skills while showcasing their mastery of course concepts.

4. Practical Teaching Experience:

For students pursuing a degree in education, practical teaching experience is a fundamental component of CIE. Before Internship teacher educator inculcate the teaching proficiency through Micro-Teaching & Lesson plan Presentation. Through internships and teaching practicums, students have the opportunity to apply pedagogical theories and instructional strategies in authentic classroom settings. These activities assess by teacher to develop teaching competencies in student teachers. Teacher educators and mentor teachers provide guidance and feedback to help students refine their teaching skills, manage classroom dynamics, and promote student engagement and learning.

5. Continuous Feedback and Support:

Continuous feedback and support are essential components of CIE at Biyani Girls B.Ed. College. Instructors provide constructive feedback to students on their performance in assessments, classroom participation, and practical teaching experiences. This feedback is personalized, actionable, and timely, allowing students to make informed decisions about their learning and development. Moreover, instructors offer academic advising and mentoring to help students overcome challenges, set goals, and navigate their academic journey effectively.

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

2.6.2

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

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

Response: A. Any 4 or more of the above

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

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

For grievance redressal related to examinations to be operationally effective, several key mechanisms applied in Biyani Girls B.Ed. College:

- Transparent Process
- Accessible Channels
- Timely Response
- Fair and Impartial Handling
- Feedback Mechanism
- Continuous Improvement

By implementing these measures, institutions can ensure that their grievance redressal mechanisms related to examinations are operationally effective, providing students with a fair and transparent process to address their concerns.

Role of Exam Coordinator:

Exam Coordinator is made to take responsibility for the conduct of internal assessment in Biyani Girls B.Ed. College examination related duties and practical exam. The Exam Coordinator develops an Annual Institutional Plan for Internal Assessment at the beginning of the year and this is included in the academic calendar. Although internal exams are not mandatory as per university guidelines, they are conducted for the continuous evaluation of student performance. The Exam Coordinator develops guidelines for the conduct of internal exams and orients the students on the procedure of internal assessment. The Exam Coordinator prepares the examination schedules and allocates responsibilities to the teachers for the conduct of internal assessment. The Exam Coordinator looks into the redressal of examination related grievances.

Mechanism for Exam Related Grievance Redressal:

The Exam Coordinator has two assistant faculty members. The Exam Coordinator explain the procedure for redressal of internal exam related grievances at the beginning of the academic year. The students can report their grievances to Exam Coordinator. Additionally, an email ID has been created for reporting exam related grievances and the same is communicated to the students through the notice board. The students can send an email about their grievances within a week after the declaration of results of internal assessment. Immediate action is taken to redress the exam related grievances of students. The grievances of students related to university exams can also be reported to the Exam Coordinator. The Internal Assessment is transparent and the performance of students in the internal exams is assessed within a week after the exam. Students are provided with oral feedback by their respective mentors. The teachers give appropriate explanation to the doubts raised by the students. If the students are not satisfied they can approach the Exam Coordinator for further action. The Exam Coordinator convenes a special meeting with the students and teachers involved to discuss the matter. The Exam Coordinator weighs the evidence available and makes decisions for the redressal of exam related grievances. The group grievances of the students, if any, can also be brought to the attention of the Exam Coordinator who works to resolve the issue.

Grievances Reported:

There has been no major exam related grievances in the past years. The students raised doubts on the correction of a few answers in the different courses in some occasions. Other than these, no major grievance was reported to the Exam Coordinator regarding internal exams. Grievances like non-receipt of mark statements and wrong entry in mark statements were reported to the Exam Coordinator and immediate actions were taken in this regard.

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

2.6.4

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

Response:

Adherence to the academic calendar for the conduct of internal evaluation is crucial for maintaining the smooth functioning of educational institutions. Here's as follow:

- Consistency
- Time Management
- Fairness
- Accountability
- Efficiency
- Academic Progression
- Quality Assurance

Preparation of Academic Calendar:

The academic calendar is the central scheduling system of the institution around which the different academic and administrative activities/ events are planned. The academic calendar is developed by the Academic Calendar Coordinator in line with the academic calendar of Biyani Girls B.Ed. College, Jaipur which is the affiliating to University of Rajasthan. The academic calendar is developed after a rigorous process of consultation with the other academic and administrative units of the institution. The academic calendar is developed at the beginning of the academic year and uploaded in the college website. The academic calendar is printed and distributed to the students and teachers every year. The academic calendar provides a clear earmarking of time for the various academic, Co-Curriculum Activities and administrative activities of the institution.

Preparation of Annual Plan for Internal Evaluation:

The academic calendar includes the dates for the conduct of internal evaluation. The Exam Coordinator develops a tentative annual plan for internal evaluation at the beginning of the academic year. The Exam Coordinator and Academic Calendar Coordinator work together to finalize the dates of internal evaluation. The dates of internal evaluation are made known to the faculty members and students through the academic calendar. This helps the teachers to plan the teaching learning process accordingly. It also helps the students to get prepared for the internal evaluation in advance. The institution adheres to the academic calendar for the conduct of internal evaluation. This ensures a smooth conduct of all activities in the institution. The other works related to conduct of internal evaluation like micro-teaching, lesson plan presentation, criticism lesson plan presentation also described in academic calendar.

Adherence to Academic Calendar for Internal Evaluation:

Although the institution aims for complete adherence to the academic calendar for the conduct of internal evaluation, there have arisen unforeseen circumstances which led to slight changes in the internal evaluation schedules. Unexpected social events and circumstances were reasons for the revision of internal examination schedules. In such rare circumstances the Exam Coordinator announces the revised schedule after due consultation with the Academic Calendar Coordinator. The second & third wave of COVID- 19 induced lockdowns brought in disruption of the regular academic schedule. This affected the adherence to academic calendar as well. The Institution however developed its own academic calendar after a series of online deliberations with all faculty members. The academic calendar thus developed has been immensely helpful in the execution of all academic and administrative activities. Changes were made now and then in line with the announcements made by the University for Curricular Activities and examinations. The adherence to the academic calendar for the conduct of internal evaluation has thus been advantageous for the internal evaluation procedure of the institution.

File Description	Document
Any other relevant information	View Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

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

Response:

The University of Rajasthan, Jaipur to which the institution is affiliated provides norms and regulations for the B. Ed., M.Ed., B.Sc.-B.Ed. and B.Ed.-M. Ed. programme. The syllabus and regulations for B. Ed., M.Ed., B.Sc.-B.Ed. and B.Ed.-M. Ed. programme Learning Outcomes (PLOs). The PLOs of both the programmes form the basis for the planning of teaching learning process. The PLOs are realized through the attainment of learning outcomes for different courses, known as Course Learning Outcomes (CLOs). The CLOs stated by the University are personalized by the teachers considering the needs of the learners. The PLOs, also known as Programme Outcomes (POs) are mapped with the CLOs, also known as Course Outcomes (COs). The mapping is done to know the areas of strong, moderate and weak association between the PLOs and CLOs. This helps to determine the CLOs that are strongly related to PLOs and also ensure the coverage of all PLOs through the CLOs of the different Course. The LOs are developed by the teachers immediately after they commit themselves to teaching a particular course. The attainment of CLO's which in turn lead to the attainment of PLO's.

Integration of Learning Outcomes in the Teaching Learning Process:

The LOs form the bedrock of the teaching plan for different courses. The teaching plans for all courses are developed by the teachers before the commencement of the academic year. The teaching plan encompasses aspects like assignments, constructive approaches, collaborative tasks, enrichment content, presentation on recent developments, and discussion on contextual linkages, group projects and special lectures. The teachers consider the LOs for every unit when they plan the different aspects of the teaching plan. Tasks and assignments prescribed by the University are integrated into the teaching plan in ways that make certain the attainment of LOs. The learners are made to construct knowledge of the content through participatory approaches that effectuate the attainment of LOs. The teacher also plans for bringing in experts to deliver special lectures that can lead to an integrated understanding of course concepts. All this leads finally to the attainment of LOs. The entire process of teaching and learning is thus carefully planned and executed in line with the CLOs for the different courses

The college has a set mechanism in place to ensure that stated PLOs and CLOs are aligned throughout the semester by course teachers in the following ways: continuous internal assessments are performed regularly and student grades are recorded, helping to predict their academic progress. Appropriate teaching methods are used to achieve effective learning outcomes. Participation in various literary and cultural programs, competitive activities such as debates, essay writing contests, quizzes, test. Participation in various classroom activities such as group discussions and seminars and Participation in community activities such as the visits, blood donation camp, Internal Exam and final exams also help ensure the concordance of stated results.

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

2.7.2

Average pass percentage of students during the last five years

Response: 97.51

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

2022-23	2021-22	2020-21	2019-20	2018-19
327	318	168	284	271

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document
Any additional information	View Document

2.7.3

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

Response:

The course outcomes are written by the respective faculty member using action verbs of learning levels suggested by Bloom and Anderson. A correlation is established between COs and POs on a scale of 1 to 3, 1 being slight (low), 2 being moderate (medium) and 3 being substantial (high). A mapping matrix is prepared in this regard for every course in the program including the elective subjects. The course outcomes are written and their mapping with respective POs is reviewed frequently by a committee of faculty members and finalized.

Attainment of Course Outcomes

Course Outcomes are narrower statements that describe what students are expected to know and be able to do at the end of each course. These relate to the skills, knowledge, and behavior that students acquire in their enlistment throughout the course.

The CO attainment levels are measured based on the results of the internal assessments and external examinations conducted by the university. This is a form of direct measurement of attainment. In the university with which the institute is affiliated, two internal assessment tests are conducted for each course in a semester. In each test, the percentage of students who achieve a set target for the COs that are covered is computed. After the two tests, the average of these percentages is computed to decide the attainment level.

Attainment Level 1: 65-75% of students scored more than the University average percentage marks or set attainment level in the final examination.

Attainment Level 2: 76-85% of students scored more than the University average percentage marks or set attainment level in the final examination.

Attainment Level 3: 85% and above of students scored more than the University average percentage marks or set attainment level in the final examination.

Attainment of Program Outcomes & Program Specific Outcomes

Program Outcomes (POs) are one step broader statements than COs that students are expected to know and be able to do upon graduation. These relate to the skills, knowledge, and behavior that students acquire throughout the program. It is required to compute the attainment levels for PSOs in addition to computing the attainment of POs.

Program outcomes and 'program-specific outcomes' are attained through the attainment of COs.

Direct attainment of POs – The average of individual PO attainment values.

Indirect attainment of POs and PSOs – Student exit surveys, Employer surveys, Alumni Surveys, etc. A distinct questionnaire was designed for this purpose and the average responses of the outgoing students for each PO are computed.

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

2.7.4

Performance of outgoing students in internal assessment

Response: 85.97

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

Response: 288

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

2.7.5

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

Response:

Biyani Girls B.Ed. College is committed to providing a high-quality educational experience that meets the diverse learning needs of its students. Central to this mission is the effective assessment of student performance, which serves as a barometer for evaluating the extent to which the college's initiatives cater to the learning needs identified at the outset. This write-up delves into the assessment practices at Biyani Girls B.Ed. College, exploring how student performance on various assessment tasks reflects the alignment with their initially identified learning needs.

Assessment Alignment with Learning Needs:

At Biyani Girls B.Ed. College, assessment tasks are meticulously designed to align with the learning needs identified for each student. These needs encompass a spectrum of cognitive, emotional, and professional competencies essential for effective teaching practice. Through a comprehensive needs assessment process, the college identifies areas where students require support and development to thrive in their academic journey and future careers.

Variety of Assessment Tasks:

The college employs a variety of assessment tasks to gauge student performance across different domains. These tasks include written assignments, presentations, practical demonstrations, lesson planning exercises, classroom observations, and reflective journals. This diverse range of assessments allows instructors to capture the multifaceted nature of student learning and provide targeted feedback tailored to individual needs.

Formative Assessment for Continuous Improvement:

Formative assessment plays a pivotal role in the learning process at Biyani Girls B.Ed. College. Through ongoing feedback and evaluation, instructors track student progress and identify areas for improvement in real-time. Formative assessments not only inform instructional decisions but also empower students to

take ownership of their learning journey by addressing identified gaps proactively. Our college provides such activities like Micro-Teaching, SUPW Camp, Lesson Plan Presentation, Criticism Lesson Plan and many more to make them professionally competent.

Summative Assessment for Mastery Demonstration:

Summative assessments serve as culminating evaluations that measure students' mastery of course content and learning objectives. These assessments are designed to be comprehensive and rigorous, requiring students to demonstrate their knowledge, skills, and dispositions acquired throughout the course. By aligning summative assessments with the initially identified learning needs, the college ensures that students are adequately prepared to meet the challenges of their future profession. During Internship in Govt. School the students get the real life teaching-learning experience.

Feedback and Support Mechanisms:

Feedback is an integral component of the assessment process at Biyani Girls B.Ed. College. Instructors provide timely, constructive feedback to students, highlighting their strengths and areas for growth. The college offers support mechanisms such as tutoring, mentoring, and academic advising to assist students in addressing their learning needs effectively. This personalized approach to feedback and support fosters a culture of continuous improvement and student success. Through careful analysis of assessment data, administrators and faculty members gain insights into the efficacy of instructional practices, curriculum design, and student support services. Through continuous evaluation, feedback, and improvement, Biyani Girls B.Ed. College remains committed to nurturing the holistic development of its students and empowering them to become competent and compassionate educators.

File Description	Document
Documentary evidence in respect to claim	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.68

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description	Document
Sanction letter from the funding agency	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

3.1.2

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

Response: 0

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

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

File Description	Document
Sanction letter from the funding agency	View Document
Income expenditure statements highlighting the research grants received, duly certified by the auditor	View Document

3.1.3

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

- 1. Seed money for doctoral studies / research projects**
- 2. Granting study leave for research field work**
- 3. Undertaking appraisals of institutional functioning and documentation**
- 4. Facilitating research by providing organizational supports**
- 5. Organizing research circle / internal seminar / interactive session on research**

Response: B. Any 3 of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Income-Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document

3.1.4

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

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

4. Material and procedural supports

Response: B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Details of reports highlighting the claims made by the institution	View Document

3.2 Research Publications

3.2.1

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

Response: 0.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	15	3	0	0

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

3.2.2

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

Response: 0.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	0	4	3	19

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	View Document
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 year-wise	View Document
Data as per Data Template	View Document

3.3 Outreach Activities

3.3.1

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

Response: 12.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	10	15	17	9

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

3.3.2

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

Response: 97.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
845	820	590	515	595

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document
Link for additional information	View Document

3.3.3

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

Response: 92.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
858	741	569	453	550

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any other relevant link	View Document

3.3.4

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

At Biyani Girls B.Ed. College, a plethora of outreach activities are meticulously organized to sensitize students to social issues and foster community development. These activities, including Blood Donation Camps, Environmental initiatives, Swachh Bharat Abhiyan, Yoga camps, Cyber-Security workshops, AIDS Awareness programs, Health Awareness campaigns, and Gender Sensitivity programs, collectively contribute to nurturing socially conscious and responsible individuals.

Blood Donation Camps stand as a cornerstone of community engagement at the college. Through active participation in these camps, students not only donate blood to save lives but also cultivate empathy and a sense of social responsibility towards those in need. By witnessing firsthand the impact of their contributions, students become sensitized to the critical importance of healthcare and community support.

Environmental issues are addressed through a multifaceted approach, encompassing tree plantation drives, waste management initiatives, and awareness campaigns. Students actively participate in cleaning and greening initiatives, such as tree plantation and clean-up drives, to promote environmental sustainability and combat pollution. By engaging in these activities, students develop a deeper appreciation for nature and a sense of responsibility towards preserving the environment for future generations.

Swachh Bharat Abhiyan initiatives further reinforce the college's commitment to cleanliness and sanitation. Through cleanliness drives, waste segregation campaigns, and awareness programs, students actively contribute to creating a cleaner and healthier environment. These initiatives not only promote personal hygiene but also instill a sense of civic duty and pride in maintaining a clean community.

Yoga camps serve as a platform for promoting holistic well-being among students. Through yoga sessions, meditation practices, and mindfulness workshops, students learn to manage stress, enhance physical fitness, and cultivate mental clarity. By integrating yoga into their daily lives, students develop resilience and a balanced approach to maintaining their overall health and wellness.

Cyber-Security workshops equip students with essential knowledge and skills to navigate the digital world safely. Through interactive sessions on online safety, privacy protection, and responsible digital citizenship, students become aware of the risks and challenges posed by the digital landscape. By adopting safe online practices, students not only protect themselves but also contribute to creating a safer digital environment for others.

AIDS Awareness, Health Awareness, and Gender Sensitivity programs play a vital role in educating students about pressing social issues. Through workshops, seminars, and awareness campaigns, students gain insights into the causes, prevention, and impact of diseases such as AIDS and other health-related issues. Additionally, gender sensitivity programs raise awareness about gender stereotypes, discrimination, and violence, fostering empathy, understanding, and advocacy for gender equality and social justice.

In conclusion, outreach activities conducted at Biyani Girls B.Ed. College serve as catalysts for

sensitizing students to social issues and promoting community development. By actively engaging in initiatives such as Blood Donation Camps, Environmental initiatives, Swachh Bharat Abhiyan, Yoga camps, Cyber-Security workshops, AIDS Awareness programs, Health Awareness campaigns, and Gender Sensitivity programs, students develop a deeper understanding of their roles as responsible global citizens and contribute meaningfully to addressing societal challenges.

File Description	Document
Report of each outreach activity signed by the Principal	View Document
Relevant documentary evidence for the claim	View Document

3.3.5

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

Response: 9

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	0	0	1

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document

3.4 Collaboration and Linkages

3.4.1

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

Response: 24.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	35	19	12	30

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

3.4.2

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

Response: 10

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

Response: 10

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document

3.4.3

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

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

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Biyani Girls B.Ed. College has adequacy of infrastructure and physical facilities is paramount to support the academic and extracurricular needs of students and faculty.

One of the primary requirements is classroom infrastructure. Biyani Girls B.Ed. College has spacious, well-ventilated classrooms equipped with essential amenities such as desks, chairs, blackboards or whiteboards, and audio-visual aids to facilitate interactive teaching-learning experiences. Adequate lighting and acoustics are also essential to create an optimal learning environment. In the institution 16 ICT enabled classrooms are equipped with interactive whiteboards, multimedia projectors, and high-speed internet connectivity.

Biyani Girls B.Ed. College has chemistry botany, zoology, physics, geography, psychology, language and ET labs. All the labs are well-maintained with modern equipment and facilities to conduct experiments and demonstrations effectively.

The college has all supportive equipment such as scanners, printers, Mic set, speakers, Desktop, LCD projector etc. completely Wi-Fi Campus with more than 06 access points, 450 Mbps of bandwidth for internet with dedicated leased line, 365 workstations supported by core 2 duo/ 2GB/ 250 GB/19-inch LCD desktop Servers, 10 Km fiber backbone for providing seamless connectivity. 24hrs Power Backup 90 KVA of online uninterrupted power supply.

The institute has 'Biyani TV', Radio Selfie 90.8 FM and GuruKpo.com to nurture the students. The web portal GuruKpo.com has about 3500 video lectures for students which have been prepared by subject experts.

The college infrastructure contains a well-furnished computerized administrative office, well ventilated conference hall, manthan, synergy, Utsav auditorium and library .The library is very spacious and well-furnished to create a pleasant environment for the students. It plays vital role in enhancing the user's knowledge. Library is segmented in Reference Section, Journal Section, Reading Hall, Digital library, etc.

In addition to academic infrastructure, the college has facilities for sports and extracurricular activities to promote overall physical and mental well-being. This includes playgrounds, sports equipment, indoor sports facilities, and spaces for cultural events and recreational activities. The college is situated in the heart of city so that for providing good outdoor game facilities, college sign a MOU with nearby playground for the same.

The campus has well equipped gymnasium, hostel and mess. Institute has facilities like Xerox machine, Colour Printer, and Electronic Biometric facility within the campus. For the comfort and convenience of students and faculty, Biyani Girls B.Ed. College has adequate amenities such as clean drinking water facilities, hygienic restroom facilities, and proper waste disposal systems. Additionally, provision for cafeteria or canteen services can ensure access to nutritious food and beverages on campus.

Accessibility is another important aspect to consider, ensuring that the college premises are accessible to students with disabilities. This includes ramps, , and other accommodations to facilitate easy movement within the campus.

Maintaining safety and security measures is crucial to ensure the well-being of everyone on campus. Biyani Girls B.Ed. College should have appropriate security arrangements, including surveillance cameras, security personnel.

By ensuring adequacy in these aspects, the college creates an enriching and conducive learning environment for all stakeholders.

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

4.1.2

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

Response: 61.54

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

Response: 16

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

Response: 26

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.1.3

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

Response: 40.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
73.17	92.97	46.98	67.36	62.95

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

Automating library systems using Integrated Library Management Systems (ILMS) or other software is a common and beneficial practice in modern libraries. These systems streamline various library processes such as cataloging, circulation, acquisitions, and patron management, among others. By adopting such automation, institutions can enhance efficiency, improve access to resources, and provide better services to users.

ILMS often integrates with electronic resource management systems to handle subscriptions, licenses, access rights, and usage statistics for digital resources like e-books, databases, and journals. Many modern ILMS platforms offer mobile applications or responsive web interfaces, allowing patrons to access library services and resources from their smartphones or tablets.

The institute installed Integrated Library Management System (ILMS) namely REXLIB and KOHA software.

“Rexlib” was purchased in the library in 2012. The ILMS is updated to the keep latest version Rexlib 7.5 and is partially automated. Functions of Rexlib are to take record of student and staff membership, Entries/books Issue- Returns, News Paper Entries, Dues collection etc.

Institution has purchased KOHA software in 2023. KOHA is a widely-used open-source Integrated Library System (ILS) that offers a range of modules to support libraries' diverse functions and workflows. KOHA is designed to help libraries efficiently manage their collections, automate critical processes, and provide enhanced services to their users. It is built on open source principles, allowing libraries to customize and tailor the system to their needs. The core modules of KOHA encompass essential library functions. The KOHA modules are the Acquisition module, Cataloguing module, OPAC (Online Public Access Catalogue) module, Serial Control module, Circulation module, Patron Management module, OPAC module, Report module, and Tools module.

Delnet, short for Developing Library Network, serves as a pivotal resource in modern library infrastructure, particularly for students. It operates as a network connecting libraries across India and beyond, facilitating resource sharing, collaborative efforts, and access to a vast array of academic materials. The significance of Delnet for students in library settings is multifaceted and profound.

Firstly, Delnet offers students access to an extensive collection of resources that might not be available in their institution's library. Through document delivery services, students can request books, journals, articles, and other materials from participating libraries, thereby broadening their academic horizons and supporting their research endeavors.

Moreover, Delnet provides a platform for collaborative research and knowledge exchange. By connecting students with peers and scholars from diverse institutions, it fosters interdisciplinary dialogue and facilitates the sharing of ideas and expertise. This collaborative aspect enriches the academic experience and cultivates a culture of learning beyond institutional boundaries.

Additionally, Delnet serves as a valuable tool for academic support and information literacy development. Through its online catalog and database access, students can hone their research skills, learn to navigate scholarly resources effectively, and critically evaluate information. This not only enhances their academic performance but also equips them with essential competencies for lifelong learning and professional success.

Overall, the adoption of ILMS or other library automation software can significantly improve the management and accessibility of library resources while enhancing the overall user experience for patrons.

File Description	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.2

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

Response:

At Biyani Girls B.Ed. College, students and teachers have a partially remote access to library resources, which means they can get information about books without physically going to the library. This is really helpful because it saves time and effort.

Students and teachers can use DELNET which helps them to find out information about books available at this platform that they might need for their studies or research. It's like having access to a big network of libraries.

In DELNET, there are about 8602, e-books and 206 E-General's. These e-books cover a wide range of topics.

In KOHA, there are about 17,384 title books available. These are regular books that cover different subjects and topics. There are also 17 journals available, which focused on academic and research topics. Additionally, there are 27 magazines available, which cover a variety of subjects.

With these resources available through DELNET and KOHA, students and teachers at Biyani Girls B.Ed. College can benefit greatly. They have access to a wide range of books, journals, magazines, and reference materials that can support their academic and intellectual pursuits. Even though the access is partial, it still opens up a world of knowledge for them, right from their computers or devices.

The institute installed integrated library management system ILMS namely RexLib in the year 2012. The ILMS is updated with the latest version RexLib 7.5 and especially automated.

Enabling remote access to KOHA and Delnet library software involves configuring the systems to allow users to access their features and resources from off-campus locations. Here's how institutions typically facilitate remote access to these platforms by the following features:-

1. **Virtual Private Network (VPN):** Setting up a VPN allows users to securely connect to the institution's network from remote locations. By configuring the VPN to include access to the library software, students and teachers can effectively access KOHA and Delnet as if they were on campus.
2. **Remote Desktop Services (RDS):** Virtual Private Network (VPN): Setting up a VPN allows users to securely connect to the institution's network from remote locations. By configuring the VPN to include access to the library software, students and teachers can effectively access KOHA and Delnet as if they were on campus.
3. **Authentication Integration:** This seamless authentication process ensures that users can access the library software remotely without the need for separate login credentials.
4. **Mobile Apps and Web Interfaces:** Developing mobile apps or responsive web interfaces for KOHA and Delnet allows users to access library resources from various devices, including smartphones and tablets.
5. **Remote Desktop Protocol (RDP):** Institutions can use Remote Desktop Protocol (RDP) to allow users to remotely access dedicated computers or servers where KOHA and Delnet are installed.

Implementing any of these methods requires careful consideration of security, scalability, and user experience. Institutions should assess their specific needs and resources to determine the most suitable approach for enabling remote access to library software like KOHA and Delnet for students and teachers.

File Description	Document
Details of users and details of visits/downloads	View Document
Landing page of the remote access webpage	View Document

4.2.3

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

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

Response: B. Any 3 of the above

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

4.2.4

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

Response: 2.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
0.67	4.82	3.66	2.28	2.08

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

4.2.5

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

Response: 51.31

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

Response: 8965

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

Response: 8850

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

Response: 8724

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

Response: 9780

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

Response: 10320

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

4.2.6

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

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

Response: B. Any 3 of the above

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

4.3 ICT Infrastructure**4.3.1**

Institution updates its ICT facilities including Wi-Fi

Response:

Internet and Wi-Fi

Institute has upgraded the 38 Mbps Leased Line Internet connectivity to 450 Mbps Leased Line. The Internet Service Provider (ISP) Reliance JIO provides connectivity with high fault tolerance. Internet connectivity is available across the college. Video conferencing facility is available at E-learning resource lab. Most of the class and laboratory are equipped with projectors for online demonstration to students.

Cyber Security Initiatives

Cyber secure initiative has been taken by institute, for this following steps are initiated:

Maintenance of server logs, round the clock CCTV monitoring of the server room, website – secure hosting, use of secured protocols (HTTPS), use of official email address for all communications, secure database for exam purposes – question paper bank database is encrypted, individual login credentials for staff and students, licensed software and policy to promote free and open-source software.

IT Policy of the College

The IT Policy of the college covers relevant ethical aspects of internet use on the campus and instructs all stakeholders on how the network facilities of the college may be used in accordance with the existing

laws and regulations of the nation. Users of network facilities on the campus are required to agree not to use the same for illegal or unethical activities. They are also required to refrain from any activities resulting in compromising the data security and integrity of the cyber infrastructure of the institution. The policy is regularly revised and the latest version is available on the college website. Any monetary or other damage arising from not following the rules stipulated in the policy will be deemed as the liability of the user responsible for the same.

Round the Clock CCTV Monitoring of the Server Room

Our Server room is secured with 24 X 7 CCTV surveillance. Physical access to the server room is also limited and the facility is kept under lock and key. Only authorized personnel are granted entry into the server room. All other measures (including fire and electrical protection systems) are provided to protect servers installed within the server room.

Use of Official Email Address for all communications

The college has provided official email addresses for all staff (of the format id@biyanicolleges.org). All official communications are handled exclusively through the official email ids. The enterprise email solution subscribed by the college is provided by Google and comes with unlimited cloud storage for staff and students.

Updates of facilities and Utilization

Optimal deployment of infrastructure is ensured through conducting workshops / awareness programs / training programs for faculty on the use of new technology. Effective utilization of infrastructure is ensured through appointment of adequate and well qualified lab technicians / system administrator. Renewal of Annual Maintenance Contract (AMC) is done at the beginning of the academic year for the deployed Software applications, UPS and Generators. The institute has always been reviewing the current needs and accordingly the internet bandwidth is upgraded from time to time.

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

4.3.2

Student – Computer ratio for last completed academic year

Response: 2.59

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document

4.3.3**Internet bandwidth available in the institution****Response:** 100**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 100

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

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

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

Response: C. Any 2 or 3 of the above

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

4.4 Maintenance of Campus and Infrastructure**4.4.1****Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)****Response:** 2.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.54	5.19	5.18	1.94	1.89

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document

4.4.2

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

Response:

The 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 Library Committee is responsible to purchase, procure books, manuscripts, subscriptions of journals and other materials based on the recommendations from the HOD's and faculty members of different departments of the college. The college library is fully automated with KOHA based system in place. The maintenance of different sections of the library and stock verification of books and other materials is done regularly by the library staff.

The college have Lab Attendants to ensure proper upkeep of the labs including Psychology Lab, Geography Lab, Science Lab, Language Lab, Education Technology 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 college has both Indoor & Outdoor play areas and a separate Gym and Yoga & Meditation Hall for learners equipped with various sports equipment.

The classrooms are maintained on regular basis and cleanliness is ensured by a group of Class –IV employees and sweepers. The Supervisor 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.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

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

Response: B. Any 4 or 5 of the above

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

5.1.2

Available student support facilities in the institution are:

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

Response: A. Any 8 or more of the above

File Description	Document
Geo-tagged photographs	View Document

5.1.3

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

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

Response: B. Any 5 of the above

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

5.1.4

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

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**

4. Placement Officer is appointed and takes care of the Placement Cell**5. Concession in tuition fees/hostel fees****6. Group insurance (Health/Accident)****Response:** B. Any 3 or 4 of the above

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

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 48.98**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
151	102	107	166	144

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

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 30.58**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 81

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

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

Response: 19

File Description	Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3

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

Response: 2.49

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	7	6	3	4

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

5.3 Student Participation and Activities

5.3.1

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

Response:

Biyani Girls B.Ed. College has a representative body of the students in which students are elected every

year at the start of the academic year. The student representatives coordinate various activities and function in a way that they act as a link between the students, the faculty members and the college.

The representatives provide feedback about various activities undertaken by the faculties and the college as well as how the decisions of college authorities are received by the students. Meeting of the Council and faculty take place regularly to work out different activities of the college.

The council serves as the voice of the students, advocating for their needs, concerns, and aspirations. Through open communication channels and regular meetings, council members actively solicit feedback and input from their peers, ensuring that student perspectives are considered in decision-making processes.

Operating with a proactive approach, the council identifies areas for improvement within the college community and proposes initiatives to address them. Whether it's organizing academic workshops, implementing campus improvements, or promoting extracurricular activities, the council takes proactive steps to enhance the overall educational experience for students. The student council orchestrates the planning, promotion, coordination, and execution of activities in college, ensuring a vibrant and inclusive campus experience for all students.

Effective leadership requires collaboration and partnership, and the Student Council at Biyani Girls B.Ed. College actively collaborates with faculty, administration, and other student organizations to effect meaningful change. By building strategic alliances and leveraging collective resources, the council maximizes its impact and facilitates collaborative efforts to address shared goals and challenges.

Transparency and inclusivity are core values upheld by the Student Council. Through transparent communication channels, open forums, and inclusive decision-making processes, the council ensures that all students have the opportunity to participate in shaping the college community. By fostering an environment of openness and respect, the council promotes trust, accountability, and engagement among students and stakeholders.

The council plays a crucial role in facilitating student engagement and involvement in campus life. Whether it's organizing cultural events, sports tournaments, or community service activities, the council provides opportunities for students to connect, collaborate, and contribute to the college community. By fostering a sense of belonging and pride, the council enriches the overall college experience for students.

The Student Council at Biyani Girls B.Ed. College serves as a catalyst for positive change, collaboration, and student empowerment. Through their proactive leadership, advocacy efforts, collaborative initiatives, and commitment to transparency and inclusivity, the council contributes significantly to enhancing institutional functioning and fostering a vibrant campus community.

In college, the student council serves as a dynamic force, actively leading and proactively engaging in diverse initiatives. From organizing annual functions to advocating for student interests, they play a pivotal role in fostering a vibrant campus community. By coordinating events, managing budgets, and promoting involvement, they create opportunities for student growth and interaction. Through effective communication and collaboration, they ensure the diverse voices of the student body are heard and represented. Their dedication and leadership contribute significantly to the overall college experience, shaping a positive and inclusive environment where students can thrive and succeed.

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

5.3.2

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

Response: 15.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
20	15	11	18	14

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

There is an active alumni association in the Biyani Girls B.Ed. College. The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni. Biyani Alumni Association District Jaipur is registered under **The Rajasthan Societies registration Act, (Rajasthan Act No.28, 1958) Registration No is COOP/2021/JAIPUR/203230** Dated 29-4-2022.

The alumni's contributions in the growth and development process are given below:

- Alumni provide mentorship and guidance to current students. Through alumni mentorship programs, students have the opportunity to connect with graduates who have navigated similar academic and professional paths. Alumni offer insights, advice, and knowledge, helping students make informed decisions about their academic pursuits and career goals. This mentorship extends beyond the classroom, providing students with valuable perspectives on personal development, Teaching, leadership, and life skills.
- Alumni serve as a vital resource for professional networking. They offer access to schools, colleges, job opportunities, and academic connections that can significantly benefit current students. Alumni networks provide platforms for students to connect with graduates working in their field of interest, facilitating internships, job placements, and mentorship opportunities. By leveraging alumni connections, students gain valuable insights into career paths, and professional development opportunities, enhancing their prospects for success in the workforce.
- Alumni often return to campus to share their expertise through guest lectures, workshops, and seminars. These sessions provide students with real-world perspectives, insights into industry trends, and opportunities to learn from the experiences of successful alumni. By engaging with alumni speakers, students gain practical knowledge, expand their understanding of complex topics, and develop critical thinking and problem-solving skills that are essential for success in their chosen fields.
- They contribute to the college community through various volunteer activities. Many alumni serve on advisory boards, participate in career fairs, and organize alumni events that provide opportunities for students to connect with graduates and learn from their experiences. Alumni involvement fosters a sense of community and belonging among students, faculty, staff, and fellow alumni, strengthening the college's network and reputation.
- Alumni serve as ambassadors for the college, promoting its values, achievements, and programs within their personal and professional networks. Alumni advocacy helps raise awareness, attract prospective students, and enhance the college's visibility and reputation. By sharing their positive experiences and accomplishments, alumni inspire confidence and pride in the institution, encouraging others to become part of its vibrant community.
- Alumni are essential contributors to the growth and development of colleges, enriching the educational experience for current students and enhancing the institution's reputation and influence in the broader community. Through mentorship, networking, engagement, and advocacy, alumni play a vital role in shaping the future of their alma mater and empowering future generations of students to succeed in their academic and professional endeavors. Their commitment and dedication to their alma mater demonstrate the enduring impact of a college education and the importance of fostering strong connections between alumni and their alma mater.

File Description	Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document

5.4.2

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

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Response: B. Any 4 or 5 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Income Expenditure statement highlighting the alumni contribution	View Document
Documentary evidence for the selected claim	View Document

5.4.3

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

Response: 11

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

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

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

5.4.4

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

Response:

The College has a Registered Alumni Association. The Association has been helping the college in its growth and development process efficiently, by providing positive feedback.

1. The activities of the Alumni Association of the last two years are given below-

- **Networking Events:** Alumni associations frequently organize networking events such as reunions, mixers, and social gatherings where alumni can reconnect with former classmates, make new connections, and expand their professional networks.
- **Career Development Workshops:** Workshops focused on career development topics like resume writing, interview skills, job search strategies, and professional networking are often organized by alumni associations to support recent graduates and alumni in their career advancement.
- **Mentorship Programs:** Alumni associations run mentorship programs pairing alumni mentors with current students or recent graduates to provide guidance, advice, and support in navigating academic and career challenges.
- **Educational Events:** Alumni associations may host educational events such as panel discussions, guest lectures, or seminars featuring alumni speakers or experts in various fields to provide valuable insights and learning opportunities for both alumni and current students.
- **Social Media Engagement:** In recent years, Alumni Associations have increasingly utilized social media platforms to engage with alumni, share updates about events and activities, and facilitate networking and communication among members.
- **Alumni Recognition and Awards:** Alumni Associations organize award ceremonies or recognition programs to honor outstanding alumni who got placements during the preceding academic year. The top ten alumni occupying prominent position are awarded.
- **Collaboration with the College:** Alumni associations often collaborate with the college to support

institutional goals, participate in alumni outreach efforts, and provide feedback on alumni engagement strategies or even join as guest in various events of college and share their valuable experiences & learning to the present students.

2. The alumni's contributions in the growth and development process are given below-

- **Alumni Networking:** Alumni associations facilitate networking opportunities between current students and graduates, enabling valuable connections and mentorship relationships. These connections provide students with insights into career paths, internship opportunities, and professional development advice.
- **Placement Updates:** They keep the college informed about alumni placements, providing insight into career trajectories and success stories.
- **Job Opportunity Information:** Alumni associations furnish information about job openings within their networks, benefiting current students seeking internships or employment opportunities.
- **Curriculum Feedback:** Alumni feedback aids in curriculum improvement and the development of new activities, ensuring relevance and alignment with current scenario.
- **Suggestions for College Augmentation:** Alumni offer constructive suggestions for enhancing the college environment and academic programs, contributing to continuous improvement.
- **Publicity Support:** Alumni contribute to college publicity efforts, promoting achievements and enhancing the institution's reputation through their networks and affiliations.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision - Biyani Girls B.Ed. College aims towards “Women Empowerment”

Mission - “To provide the best professional education opportunities in a progressively enhanced manner”

Biyani Girls B.Ed. College is founded by “Biyani Shikshan Samiti”. The Samiti is formed by a young, dynamic, and result-oriented team of highly qualified educationists. The College was established in year 2006. The institution embodies a commitment to fostering women's empowerment through education. By providing specialized training in the field of education, the college equips women with the knowledge and skills necessary to excel in their careers and make meaningful contributions to society. Through an inclusive and supportive learning environment, students are encouraged to challenge stereotypes, pursue their passions, and become leaders in their communities. By prioritizing the education and empowerment of women, Biyani Girls B.Ed. College plays a pivotal role in promoting gender equality and advancing social progress.

Biyani Girls B.Ed. College stands tall for its reputation as a top girl’s college in Jaipur. We offer all courses in the field of education. The following courses that we offer are M.Ed., B.Ed.M.Ed., B.Ed., and B.Sc.B.Ed. To secure a seat in our college the minimum eligibility should be 50% for General and 45% for Reserved Category.

We have also adopted the new technology and philosophy in this age of globalization for the sake of the wellbeing of the society and humanity because in the present scenario the students need assurance and confidence that the teacher has the ability to provide the education or ways to the defined goal. And the teacher needs to have a sound knowledge base of the content. Teachers should also have the right attitude and commitment, and here at Biyani, we provide them with the quality education they deserve.

We provide quality education along with moral values, and we also inculcate the quality that a teacher should have with the help of our Personality Enhancement Program (PEP). We have also hosted some international conferences like BICON in collaboration with different universities in Japan. We also encourage the students to take part in Creative Club and Extra-Curricular activities because a teacher needs to be versatile to provide students with quality education.

Participation of Teachers in Various Committees for Effective Leadership and Participative Mechanism:

All the heads of various course departments conduct faculty meetings every fortnight. The minutes of the meetings are communicated through the principal who in turn consolidates all the suggestions and submits them to the management for approval. The faculty members are involved in various functional committees and contribute.

The following committee and cells were formed at Biyani Girls B.Ed. College for the proper functioning of the various curricular and extracurricular activities in and outside the college campus.

- Internal Quality Assurance cell (IQAC)
- Monitoring Committee
- Anti - ragging committee
- Internal Complaint Committee
- Library Committee
- Academic Committee
- Research Committee
- Placement Committee
- Sports committee
- Guidance & counselling committee
- Maintenance Committee
- College Website Committee
- Cultural Committee
- Alumni Committee

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.2

Institution practices decentralization and participative management

Response:

The governance at Biyani Girls B.Ed. College under the leadership of Principal is effective and democratic. The institutional policy, code of conduct, by-laws and governance is in tune with vision and mission of institute. The mechanism is effective and participatory which helps to develop a democratic environment in the functioning and governance of the institute, thus Biyani Girls B.Ed. College practices

decentralization and participative management in its functioning. The institutional financial, academic, administrative and other policies reflect transparency through its functioning mechanisms. The committees and various bodies at institute are functioning and maintain minutes of meetings, actions taken etc. They are successfully functioning at various levels of the management and organization of activities and programs.

Decentralization and decision making at Biyani Girls B.Ed. College:

The mechanism of decentralization is well reflected through various bodies which are functioning well at Biyani Girls B.Ed. College for the achievement of the set goals and objectives. The arrangements and hierarchy at various levels of management symbolize the process of decentralization in institute. The various committees at the college have student's representatives, so that they can share the student's grievances and issues through teachers. At the later stage issues of the students are discussed with higher authorities (HODs, Principal/Management). The issues related to discipline, scholarship, remedial sessions, placement etc. are well resolved through successful functioning of the concerned committees. The Internal Quality Assurance Cell (IQAC) has authority to make important institutional decisions. The other committees are headed by teachers with student representatives.

Participative management at Biyani Girls B.Ed. College:

Biyani Girls B.Ed. College believes in participative management and the same is reflected in the functioning of various committees. The college maintains transparency at different level of management in sharing of information. Institution's community groups and ERP help to circulate various notices, circulars and other academic matters among students, teachers and other stakeholders. The college website is the best medium to circulate necessary information. In other words college ensures upward and downward communication among its stakeholders. The management and Principal of Biyani Girls B.Ed. College are available to the students and other staff for communication of various decision and notices. They can easily approach the higher authorities for sharing their problems to sort the solution.

The academic committee plays crucial role so that academic and innovative ideas to be shared and implemented when and where required. The curriculum committee at the institute level has conducted meeting and forwarded the minutes to the University of Rajasthan for syllabus and necessary changes in the academic domain. The alumni, students and Experts from the field of Education are members of various college committees.

Thus participative management processes involves the staff, students, stakeholders and management for the institutional development. The plans are developed by the process of decentralization by the administrative bodies at Biyani Girls B.Ed. College.

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Link for additional information	View Document

6.1.3**The institution maintains transparency in its financial, academic, administrative and other functions****Response:**

Biyani Girls B.Ed. College maintains transparency at its different levels of working. The various departments related to finance, academics, and administration have their bylaws which help to maintain transparency at different level. The information and decisions are floated among the stakeholders through various platforms like college website, ERP, decision making body, and various meetings. The managerial approach is thoroughly participative, democratic, and judicious which strives to maintain academic qualitative growth of the college.

FINANCIAL FUNCTIONS:

Biyani Girls B.Ed. College has well-structured administration which has different committees at various levels. The organogram of Biyani Girls B.Ed. College well reflects the administrative setup. Transparency is maintained in all the financial information and reports. All financial matters of the college pass through an internal and external financial audit for complete accuracy and transparency. External Financial Audit is done once in a year by a Chartered Accountant.

ACADEMIC FUNCTIONS:

The entire academic functions of college ensure absolute transparency in all its functions. Admission is directed by government of Rajasthan at PTET website, the students' admission is monitored by the admission desk at the college level. After different rounds of the counseling the seats of admission are filled as per the reservations rules of Rajasthan Government. The academic calendar is prepared at the beginning of every academic year. While preparing academic calendar, the university academic calendar and Rajasthan Shivira Panchang are referred, this is later circulated among students. The composition and details of various committees are provided on college website. The attendance records are prepared at regular intervals and published on college notice board. The results of the term exams are also published on notice board. The recruitment of teachers is done through an open advertisement as per the norms of University of Rajasthan and NCTE. The profile of the teachers is uploaded on website of the college.

ADMINISTRATIVE FUNCTIONS:

The management is at top of organogram as it is highest authority for undertaking the decisions. At the academic level the IQAC of college is at the top of the decision making body. All the administrative and academic functions are carried by concerned authorities at different levels. They all try to maintain a good level of transparency in their functioning. All administrative and academic processes of developments are monitored by IQAC of the college.

The Annual Quality Assurance Reports (AQARs) of last five years are published on college website. The minutes of meeting of various committees are displayed on the website. The feedback forms of all stakeholders i.e. teachers, students, alumni, parents and employer are available at college website. The feedback analysis reports are uploaded at end of each semester end exams. This procedure helps to

maintain transparency at different level of administrative functions.

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

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

A strategic plan was developed to achieve the mission, vision and core values of the institution for a period of eight years. The Management of the college has formulated the following fourfold strategic plan. The strategic plan was developed under the following areas:

- Teaching Learning Process
- Leadership and Participative Management
- Internal Quality Assurance System
- Student's Development and Participation
- Staff Selection and Development &
- Welfare
- Stakeholder Interaction
- Research and Innovation
- Alumni Interaction
- Community Services and Outreach Activities
- Physical Infrastructure

USING STUDENT CENTRIC METHODS IN CLASSROOM:

The teachers at Biyani Girls B.Ed. College are encouraged to use student centric methods in the classroom. Student centric methods help students to actively participate in the teaching- learning process. At the same the students are encouraged to use these student-centric methods in the lesson plan and

practice teaching sessions at the school. For these purpose various activities, workshops and special talks are organized at the college level. Various activities like workshops, seminars, Micro Teaching Practice sessions, outreach activities, awareness sessions, extension lectures, interactive sessions, group discussions, panel discussions, ICT classes are organized to promote the use of student's centric methods in the classroom. one of the unique activity of our institution is BICON (Biyani International Conference) is organized regularly for last 16 years which provides a platform of our students for enriching their research abilities. BICON also provides an interactive forum to students as well as faculty members for building their knowledge.

The teachers employ a number of constructivist and collaborative pedagogies in the classroom. All these have strengthened the role of teachers as facilitators.

PROGRAMS ORGANIZED TO STRENGTHEN PEDAGOGICAL APPROACHES:

A number of programs were organized at Biyani Girls B.Ed. College to familiarize teachers and students with the emerging trends in teaching-learning. The institute strives to prepare the future teacher to understand the worth of the course by writing reflective journals starting which includes their personal experiences related to B.Ed.M.Ed. B.Ed. M.Ed,B.Sc. B.Ed. course. A series of Training programs and Workshops were organized at Biyani Girls B.Ed. College by head of institution for future development process for strengthening of Pedagogical Approaches.

TECHNOLOGY INTEGRATION IN THE TEACHING-LEARNING PROCESS:

The teachers at Biyani Girls B.Ed. College have updated their teaching-learning by integration of technology in their day to day classroom teaching. The teachers use Google classroom groups, whatsapp groups, and blogs. During the COVID-19 period students were enrolled in Google Classrooms to facilitate sharing of resources and creation of assignments for B.Ed. M.Ed, B.Ed. M.Ed, B.Sc B.Ed. courses. SPSS software, LMS and subscription to various journals helps students to refer a number of books and journals for further studies and learning material.

Teachers have started developing teaching plans in the recent years which include the constructivist student centric strategy to be employed with the students.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document
Link for additional information	View Document

6.2.2

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

Response:

Biyani Girls B.Ed. College has formed various committees and cells for the effective functioning of the organization. The objectives and functions of the committees and cells are organized according to the instructions of the head of the institution. Institute Level Committees and cells are as follows:-

- Internal Quality Assurance Cell
- Academic Committee
- Monitoring Committee
- Placement Cell
- Sports Committee
- Internal Complaint Committee
- Library Committee
- Student Advisory Cell
- Cultural Committee
- Maintenance Committee
- College Website Committee
- Alumni Committee
- Anti-Ragging Committee
- Research Cell
- Guidance and Counseling Committee
- Innovation and Incubation Cell

In addition to these committees and Cells, some policies are introduced which are as follows:-

HR Policy:-a well-defined HR policy adopted in which faculty service rules such as recruitment process, guidelines for career advancement, guidelines for performance appraisal, leave rules, staff welfare schemes Working Hours, Late Coming, Permissions, Leaves -Absence, Conduct – Discipline, Dress Code – Decorum and Departmental Responsibilities has been introduced.

Research Policy: - The incentive policy at Biyani Girls B.Ed. College, aims to promote high-quality research among faculty. It encourages publication in reputable journals, writing books, collaborative research, securing funding, and fostering innovation leading to patents. Applies to all faculty members, fostering a culture of scholarly excellence and innovation.

Maintenance Policy: - Our maintenance policy ensures the efficient upkeep of all college facilities and equipment to create a conducive learning environment. It encompasses regular inspections, timely repairs, and proactive maintenance scheduling to minimize disruptions. We prioritize safety, functionality, and sustainability in all maintenance activities, promoting the longevity and optimal performance of our infrastructure to support the educational mission of the institution.

Annual Gender Plan**Strategic Plan and Deployment Document**

At Biyani Girls B.Ed. College, various institutional, academic, and administrative bodies work together to ensure quality in decision-making. The organizational chart shows a clear structure of roles and responsibilities. It aims to involve stakeholders in decision-making processes. This plan outlines duties,

responsibilities, accountability, and authority levels at each stage of college administration, making it easier for everyone to understand and contribute effectively.

The chairman, the Director General and the Principal of college serve as the operational heads of the institution. There is an another decision making body that ensures the quality culture at the institution named Internal quality Assurance Cell (IQAC), which is the chief advisory body for academic and administrative management in the institution. It conducts meeting every three month to reflect upon the quality initiative of the college. It is also responsible for conducting Academic and Administrative Audits (AAA) every year.

The College functions as per guidelines of NCTE. The apex body (decision making body) being the Governing body of College. Final approvals for revisions in the curriculum, new academic programs and policy making is been decided by Governing Body (NCTE) and affiliating university, University of Rajasthan (UOR), Jaipur. At college level, Internal Quality Assurance Cell (IQAC) works as a system and implements quality initiatives, promotes quality culture in college and monitors all academic and administrative processes and reports to the Principal and the Governing Body. Service rules and appointment procedures prescribed by the NCTE, Affiliating University (University of Rajasthan), and State Government are followed.

File Description	Document
Documentary evidence in support of the claim	View Document
Link for additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3

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

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

Response: A. Any 6 or more of the above

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

6.2.4

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

Response:

From inception of Biyani Girls B.Ed. College there are various Cell and committees which work for effectiveness towards the achievement of set goals. In a college, committees oversee academic, administrative, and extracurricular functions like academics, placement, sports, culture, and alumni engagement. Cells specialize in areas like innovation, anti-ragging, student guidance, and environmental awareness, catering to specific needs such as entrepreneurship, safety, mental health, and sustainability.

The following are the details of all the Cells and Committees.

1. Internal Quality Assurance Cell – Role of IQAC is to maintain the quality education in the college and timely organize an activity based on Academics, Research and Administration.

2. Research Cell / Committee- The Research Committee guides, funds, and ensures the quality, ethics, and impact of research activities within an organization or institution.

3. Monitoring Committee- The Monitoring Committee oversees compliance, evaluates performance, and addresses issues related to policies, regulations, and institutional goals in colleges.

4. Placement Cell / Committee- The Placement Cell / Committee facilitates student career opportunities, organizes job fairs, connects with employers, and provides guidance for successful placements.

5. Internal Complaint Committee- The Internal Complaint Committee addresses grievances related to harassment, discrimination, and misconduct, ensuring a safe and respectful work environment

6. Anti-Ragging Cell / Committee- The Anti-Ragging Committee prevents and addresses instances of harassment or bullying, ensuring a safe and inclusive environment for students.

7. Academic Committee- The Academic Committee oversees curriculum, evaluates academic standards, recommends policies, and ensures quality education delivery within an institution.

8. Sports Committee- The Sports Committee organizes events, promotes physical activities, cultivates

sportsmanship, and manages facilities to support athletic development and participation.

9. Cultural Committee- The Cultural Committee organizes events, celebrates diversity, promotes creativity, and fosters a vibrant cultural environment within the institution.

10. Student Advisory Cell / Committee- The Student Advisory Committee represents student interests, provides feedback, and collaborates with faculty to enhance the student experience.

11. Library Committee- The Library Committee manages resources, promotes literacy, organizes events, and ensures access to information, fostering a conducive learning environment.

12. Maintenance Committee- The Maintenance Committee oversees facility upkeep, addresses repairs, manages infrastructure projects, and ensures a safe and functional environment for all.

13. Alumni Cell / Committee- Alumni support institution growth, mentor students, contribute expertise, and foster connections, enhancing the institution's reputation and network.

14. Guidance and Counseling Cell / Committee- The Guidance and Counseling Committee provides support, advice, and resources to students, promoting mental health and well-being.

15. Innovation and Incubation Cell- The Innovation and Incubation Cell fosters entrepreneurship, supports startups, provides resources, and promotes innovation culture, driving economic growth and development.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Action taken report with seal and signature of the Principal	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Biyani Girls B.Ed. College caters their staff as family members and is fully supportive in every way for the professional development of both its teaching as well as non-teaching staff.

It provides several welfare measures necessary for both of its teaching and non-teaching staff.

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:

Academic

- The institute ensures facilitation of process/procedure required for attaining higher qualification.
- The institution is focused at giving diverse experiences to its faculty, through several workshops, seminars, webinars, etc.
- Orientation programs and conferences are organized by the institution for the teaching faculty throughout the year.
- The college organizes several programs (Induction training programs, workshops/Faculty development programs) for building the professional competencies of its faculty members from time to time.
- Faculty members are provided with latest study material including e-journals, e-books, magazines, etc.
- The institution has both ERP/LMS & KOHA Software which enables faculty members to access e-resources for professional empowerment.
- **Seed Money for Paper Publication:** Allocate seed money grants to support staff members in publishing research papers in reputable journals. This financial assistance can cover publication fees, research expenses, and conference attendance related to paper presentations.
- **Financial support for Attending seminars, workshop and FDP's:-**Provide financial support and encouragement for staff to attend seminars, workshops, and Faculty Development Programs relevant to their field of expertise. This can include covering registration fees, travel expenses, academic leave and accommodation costs.
- **Salary increments:-**Increment is done every year for both teaching and non-teaching faculty members.
- **Free online certification courses**
- **Skill development programs:** - ICT based skill development programs are organized for teaching and non-teaching staff members.

Administrative

- The institution has fully Wi-Fi enabled Campus, accessible for all faculty members
- Maternity leave
- Academic Leave is given for attending Conference/Seminars/Workshops etc.
- Reduced workload while doing Research/ Higher Studies.
- Study Leave & Duty Leave is also provided
- Employees' provident fund
- Sports, Gym and Yoga facilities are provided.
- 12 casual leaves are granted.

Welfare Measures For Non-Teaching Staff:-

- Employees' provident fund

- Free Wi-Fi facility on campus.
- 12 casual leaves are granted.

Common Welfare for Teaching and Non-teaching Staff:-

- **Free health checkups:** - Organize free health checkup camps on campus or partner with local healthcare providers to offer comprehensive health screenings for staff members.
- **Accommodation:** - Accommodation to teaching and non-teaching faculty at a subsidized cost in college hostel, if required.
- **Orientation programs:** - The institute Conducts orientation programs for new staff members to familiarize them with the institution's policies, procedures, and welfare initiatives.
- **Awareness programs:** - Organize awareness programs on various topics such as mental health, stress management, financial planning, and work-life balance.

By implementing these welfare measures for teaching and non-teaching staff, the institution can create a supportive and inclusive work environment that promotes staff well-being, satisfaction, and professional development. This in turn, will contribute to a positive organizational culture and enhance overall institutional success.

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

6.3.2

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

Response: 16.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	28	6	1	4

File Description	Document
Institutional Policy document on providing financial support to teachers	View Document
Income Expenditure statement highlighting the financial support to teachers	View Document
E-copy of letter/s indicating financial assistance to teachers	View Document
Data as per Data Template	View Document
Certificate of participation for the claim	View Document

6.3.3

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

Response: 31

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	8	9	3	4

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

6.3.4

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

Response: 98.98

6.3.4.1 Total number of teachers undergoing online/face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term

Course and any other similar programmes during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
63	63	58	58	48

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5**The institution has a performance appraisal system for teaching and non-teaching staff****Response:**

Biyani Girls B.Ed. College has a performance appraisal system for both teaching and non-teaching staff. The College has a systematic process to assess both its teaching and non-teaching staff's job performance. They are assessed on the basis of productivity in accordance with set educational objectives. The performance appraisals are carried out to assess the other aspects as well like academic portfolio, publications and innovative teaching-learning performance. Along with their strengths and weakness are also assessed into the appraisal. The objective behind the appraisal is to identify potential aspects for improvement. On the basis of the appraisals IQAC plans for further areas of improvements and organizes for FDPs, Workshops, and other Professional Development Programs that can help the teaching and non-teaching staff for their command on contemporary issue related to education.

Performance Appraisal System for Teaching Staff:

The performance appraisal form for the teaching faculty is circulated during the end of every academic year and the faculties are required to fill in the required details and submit the same to the Principal. The performance appraisal form includes general information to collect the personal details of the faculty and academic qualifications. It also includes research experience, training, research projects, classes taught during the year for UG and PG, publications of Research papers and books done during the year. The details related to participation in seminars, workshops and conferences are also entered in the Performa.. The Principal and IQAC help to give personal suggestions and feedback for further areas of improvement, if any. Thus the entire performance appraisal aimed at improving the entire teaching-learning system of the institution.

Performance Appraisal System for Non- teaching Staff:

The Performa for non-teaching staff appraises their abilities to maintain files and records, to learn new work, technical skills, and knowledge of rules, regulations and procedures. The non –teaching staff is motivated to attend various professional development programme like Tally, and use of other software and data management systems. The Principal then objectively appraises each of their performance in the

academic year and suggest for improvement

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

The institution prioritizes regular internal and external financial audits to uphold transparency and accountability. Internal audits, conducted by internal teams, scrutinize financial records, processes, and controls to identify risks, ensure compliance with policies, and enhance operational efficiency. These audits serve as preventive measures against fraud, errors, and mismanagement, fostering a culture of financial integrity within the organization.

Auditing in the Institution:

Auditing plays a crucial role in the functioning of the institution as it provides a systematic way of confirming the authenticity of its financial statements. The college has well-known mechanism for conducting internal and external audits every year to make sure financial fulfillment. The College practices a transparent financial management policy through internal and external audits. The role of the internal and external auditors is clearly defined. The internal auditors examine issues related to the College's practices and risks, while the external auditors examine the financial records and raise opinions regarding the financial health of the College. Audits are conducted annually.

The statutory audit covering all financial and accounting activities of the College is scrutinized, including:

- Receipts from fee, grants, contributions, interest earned and returns on investment;
- All payments to staff, vendors, contractors, students and other services provided online.

All observations made from the statutory audit are documented in the report. Objections and irregularities are examined by the College's financial committee, internal auditor and treasurer and corrective actions taken. Contributions from external sources such as alumni contributions, donations, are maintained in separate accounts for tracking. A major portion of the College funding comes from student

tuition fee. The institution makes it a practice to engage a Chartered Accountant for an external quarterly audit. There is methodical verification of payments, receipts, vouchers of cash transactions, ledgers and cash book. The audit report is prepared by the Chartered Accountant and presented to the management. The observations in the audit report are considered by the management and immediate corrective action is taken with regard to the misstatements indicated in the report. The internal and external quarterly audit prepares the institution for the statutory audit. Any queries, in the process of audit will be attended immediately along with the supporting documents within the prescribed time limits.

The different level of auditing in the institution ensures integrity, transparency and quality of all financial transactions. They serve to maintain the financial health of the institution.

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

6.4.2

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

Response: 0

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

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

File Description	Document
Data as per Data Template	View Document

6.4.3

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

Response:

The availability of funds is necessary for the effective performance of any organization but the mobility of fund is even more essential. Even with sufficient available funds, without the wise and planned usage and coordination, all the efforts taken for expansion will be ineffective. The institute has a well-defined

method to check effective and efficient utilization of existing financial capital for infrastructure development, maintenance and for improving academic facilities, Technological advancement, green initiatives and others. The budget of Biyani Girls B.Ed. College is prepared at the beginning of every academic year. Even the support of the administrative staff is taken when required. Every year recurring and non-recurring expenditures are taken into consideration for all the major decisions. All the major financial decisions are taken by the Secretary of the institution and the Principal.

Following Sources of funds are available at Biyani Girls B.Ed. College:

Fees collected from the students, Trust Donations, Alumni Fund, Grants received from stakeholders, non- government bodies, individuals and philanthropists Funds received from alumni and donors for conducting programs and welfare measures.

Utilization of funds:-The following are the overheads of the expenditure incurred annually:

Maintenance Expenses:-This includes the cost incurred to keep the assets and other material resources in good working condition, along with maintenance of garden and vehicles. These costs may be spent for the general maintenance of items like computers, electrical goods, buildings, bio gas plant, and solar power plant. Garden Maintenance is also included under this head.

Infrastructure Augmentation Expenses:-It includes the expenditure for construction work, purchase of equipment, books, technological up gradation, and other resources.

Salary Expenses:-The Payment of salary of Teaching and Non-teaching staff is under this head.

Faculty Welfare:-Research incentives for faculty may include grants, funding and access to resources to encourage and support scholarly activities, publications, and contributions to knowledge within their field.

Fuel Expenses:-The College owns vehicles which are used for the academic and administrative purposes. The cost incurred for fuel comes under this head.

Recurring Expenses:-Subscription charges for magazines and newspapers, electricity bills come under the recurring expenses which are incurred frequently and on a periodic basis.

Publication expenses:-The expenses incurred for the publication of edited books published by the institution come under this head.

Expenses for Organizing Academic Programs:-This includes the expenditure on organizing various academic programs such as seminars, workshops, conferences, and special lectures.

Miscellaneous Expenses:-This includes postage charges, the charges incurred for printing, purchase of stationery and other expenses. At the end of every the resources are mobilized through college funds is utilized for maintenance and repairs, annual maintenance contracts for computers and other such electronic equipment's, creation of new infrastructure for academic purposes and also for recurring expenses of all the departments. Funds are also utilized to add IT infrastructure in the campus with specific requirements of online education.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC at Biyani Girls B.Ed. College is established as per the guidelines and norms outlined by accrediting bodies and regulatory authorities. It comprises a team of experienced faculty members, administrators, and external stakeholders who are committed to upholding academic standards and institutional integrity.

The IQAC operates in alignment with the college's vision and mission statements, which emphasize providing quality education, fostering holistic development, and promoting excellence in teaching and learning.

IQAC identifies and defines quality parameters specific to the college's academic programs, administrative processes, infrastructure, student support services, and research activities. These parameters serve as benchmarks for evaluating and improving various aspects of institutional functioning.

Based on the identified parameters, IQAC formulates comprehensive quality policies and guidelines aimed at maintaining consistency, transparency, and accountability across all college operations. These policies cover areas such as research policies, HR policies, maintenance policies etc.

IQAC conducts panel discussion and group discussions on various issues such as “**Pros and cons of online education and relevancy in present scenario**”, **Vigyan vardan or abhishaap, Health and hygiene, Save girl child** etc.to develop quality culture.

IQAC organizes extension activities, Awareness programs and guest lectures activities such as **Disaster management, Cyber security frauds, Self-defense workshop, free health checkup, Free Eye Checkup. Blood donation** to improve learning, promoting civic engagement, and strengthening communities through addressing their societal needs.

IQAC promotes active participation and feedback from various stakeholders, including students, faculty members, alumni, parents, employers, and community members. Regular feedback mechanisms are utilized to gauge stakeholder satisfaction levels and incorporate their suggestions for improvement.

IQAC maintains comprehensive documentation of its activities, initiatives, and outcomes. It prepares

annual quality assurance reports highlighting achievements, challenges, and future plans for quality enhancement. These reports are submitted to relevant authorities and made accessible to all stakeholders for transparency and accountability.

It organizes workshops, seminars, and training programs such as **Webinar on Impact of Technology on Social and Educational Perspective in India During Pandemic Situation, BICON, Construction and validation of data gathering tools, FDP- Chanakya**, to build the capacity of faculty and staff members in quality assurance methodologies, pedagogical innovations, and best practices in higher education. This ensures a culture of continuous learning and professional development within the institution.

Overall, the IQAC at Biyani Girls B.Ed. College plays a pivotal role in fostering a culture of quality consciousness, innovation, and excellence, thereby contributing to the holistic development and success of its students and the institution as a whole.

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

6.5.2

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

Response:

The IQAC of Biyani Girls B.Ed. College works for the development and application of quality benchmarks/parameters for various academic and administrative activities of the institution. The teaching-learning process all comes under the purview of IQAC. Thus to facilitate the creation of a learner-centric environment conducive to quality education and faculty maturation are adopted by the IQAC of the college. IQAC works for gaining the required knowledge and technology for participatory teaching and learning process. The arrangement for feedback response and analysis from students, parents and other stakeholders on quality-related institutional processes is also sought by the IQAC. Later the results are disseminated on various quality parameters of higher education. The institute Organizes of inter and intra

institutional workshops, seminars on quality related themes and promotion of quality circles, research methodology workshops for the professional development of its staff and students. The various seminars, workshops, excursions organized are later well documented by the concerned cells and committee and forwarded to the IQAC for recording purpose and data management. The same reports are later uploaded on the college website. All these activities, academic, curricular and co-curricular of the institute lead to the quality improvement at Biyani Girls B.Ed. College. IAQC acts as a nodal agency of the Biyani Girls B.Ed. College for coordinating quality-related activities, including adoption and dissemination of best practices such as Awareness pogrammes on No Tobacco and smoking ,Aids Awareness, Samajik Andhvishvasho Ke Prati Jagrukta ,Yog, ,cancer day awareness, Say no to single use plastic ,Swatch Bharat awareness ,Tree plantation , Awareness programm on disaster management. For development and

maintenance of an institutional database ERP is introduced by IQAC for maintaining /enhancing the institutional quality .

In Library KOHA and DELNET softwares are introduced for providing information to the students.

IQAC ensures that Smart classrooms are equipped with projectors interactive whiteboard and other facilities to improve teaching and learning.

IQAC is responsible for overall development of Quality and research Culture in the institution. IQAC also looks after the timely submissions of Preparation of the Annual Quality

Assurance Report (AQAR) as per guidelines of NAAC.

All the functions performed by IQAC helps to facilitate / contribute towards ensuring the achievement of the set objectives and goals as per the vision and mission of the college this helps in heightened level of clarity and focus in institutional functioning towards quality enhancement. The following programs are some examples of action taken by IQAC:

Certification Courses

- Yoga and Meditation
- Spoken English
- Disaster Management

Other Initiatives are:-

- 1.FDP CHANAKYA
- 2.Self-defense workshop as presence of mind
- 3.International conference BICON
- 4.E-Content Development, Video lectures etc.
- 5.Micro Teaching and Practice teaching session
- 6.Proper monitoring of course files and CO-PO mapping
- 7.GURU KPO Educational App
- 8.The teaching staffs with help of various committee help to ensure enhancement and coordination among various activities of the institution and institutionalize all good practices. IQAC make available a sound basis for decision-making process to improve institutional functioning in all the aspects of Teaching-learning.

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

6.5.3

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

Response: 18

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	22	19	21	11

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

6.5.4

Institution engages in several quality initiatives such as

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

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Any additional information	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document
Link to the minutes of the meeting of IQAC	View Document

6.5.5

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

Response:

At Biyani Girls B.Ed. College, IQAC have implemented many quality initiatives. These are based on the report of Peer Team which was submitted during the second cycle of accreditation. Two such initiatives are described below.

Example 1:

Strengthening of IQAC Functions:

1. It was recommended that IQAC should be functional and accountable for various functions in the college.
2. Thus efforts were made in this direction and IQAC today at Biyani Girls B.Ed. College plays an essential role in assuring quality practices in all aspects of institutional planning and functioning.
3. IQAC meetings are convened from time to time to take decisions on matters pertaining to excellence in academic and administrative actions.
4. The meeting minutes are written in the form of agendas and resolutions. Actions are taken in each meeting.
5. It serves as the chief advisory body for academic and administrative units of Biyani Girls B.Ed. College.
6. IQAC pools ideas from different stakeholders and takes decisions after consultation with its

Members.

7. It plans for quality initiatives and motivating teachers to develop individual action plans.
8. The teaching learning process of the institution is organized by IQAC.
9. Planning the instructional delivery is through teaching plans
10. Annual Quality Assurance Reports are prepared and submitted regularly to NAAC within the stipulated time.
11. IQAC encourages teachers to take up institutional research projects to create a culture of research in the institution.
12. Feedback on curriculum is collected from alumni, employers and other stakeholders and analyzed systematically.
13. Academic Audit is conducted regularly by inviting external experts. Adequate measures are taken to implement the suggestions of the Expert members, performance and programmes of the institution.
14. During the pandemic, measures were taken by IQAC for the smooth conduct of various academic activities in the institution.
15. The activities of the different committees of the institution are encouraged to organize programmes that help in teacher preparation.
16. Special sessions are organized to provide additional inputs to students. Measures have been taken to enrich the curriculum by providing a variety of value added courses to the students.

Example 2:

ICT enabled Teaching Learning and Updatons of knowledge:

Biyani Girls B.Ed. College upgrades the teaching learning by utilizing the existing ICT resources of the institution.

1. Teachers came up with many teaching strategies employing constructivist pedagogy integrating ICT resources and GURU KPO App.
2. Many quality initiatives were taken to strengthen the knowledge of teachers using ICT.
3. ERP is introduced to improve digital teaching and learning.
4. The innovative steps taken by the college library: KOHA, DELNET , etc.

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Biyani Girls B.Ed. College is committed to implementing energy policies that prioritize efficiency, conservation, and the integration of alternate energy sources to meet its power requirements sustainably. With a focus on reducing environmental impact and ensuring long-term energy security, the college has adopted a multifaceted approach to energy management.

At the core of the college's energy strategy is a robust system for energy conservation. Through the implementation of energy-efficient technologies and practices, such as LED lighting, sensory tube lights and smart cooling systems, and insulation improvements, the college aims to minimize energy waste and optimize usage across its campus. By educating students, faculty, and staff about the importance of energy conservation, the college fosters a culture of sustainability that extends beyond the classroom.

In addition to conservation efforts, Biyani Girls B.Ed. College is actively harnessing alternate sources of energy to meet its power requirements. One significant initiative is the installation of a solar power system on campus. Institute has installation of solar panels of 60KW as alternate source of energy. By harnessing the abundant sunlight available in the region, the college is able to generate clean, renewable electricity to supplement its grid power. The solar panels not only reduce the college's reliance on fossil fuels but also serve as a visible reminder of its commitment to sustainability.

To conserve electricity institution ensures that all powered office equipment shall be turned off or placed in standby when not in use, Office equipment quantities shall be reduced through Consolidation to central locations for shared use whenever possible. Office equipment purchased with institutional funds is required to be Energy Star labeled.

By evaluating the feasibility of each option and considering factors such as resource availability, environmental impact, and cost-effectiveness, the college aims to create a balanced energy mix that maximizes efficiency and resilience.

Streamlining energy policies is a crucial aspect of Biyani Girls B.Ed College's approach to sustainable energy management. By establishing clear guidelines and protocols for energy usage, monitoring, and reporting, the college ensures accountability and transparency in its energy practices. Regular assessments help identify areas for improvement and track progress towards energy goals, enabling the college to continuously refine its strategies and adapt to changing circumstances.

Moreover, the college actively engages with community stakeholders to stay abreast of emerging trends and opportunities in the energy sector. Biyani Girls B.Ed. College contributes to the broader transition towards a more sustainable and resilient energy system.

Biyani Girls B.Ed. College's energy policy reflects a holistic approach to energy management that combines conservation, innovation, and collaboration. By prioritizing efficiency, harnessing alternate energy sources, and fostering a culture of sustainability, the college not only meets its power requirements but also serves as a model for responsible energy stewardship in the community.

File Description	Document
Institution energy policy document	View Document

7.1.2

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

Response:

Biyani Girls B.Ed. College has adopted a comprehensive policy for waste management that encompasses both E-waste and Solid Waste, reflecting its commitment to environmental sustainability and social responsibility. The implementation procedure of this policy involves several key steps, including the establishment of partnerships, the development of protocols, and the engagement of stakeholders.

Policy Overview

The waste management policy of Biyani Girls B.Ed. College is designed to minimize the environmental impact of its operations while promoting responsible waste disposal practices. It recognizes the importance of proper e-waste management and solid waste segregation in reducing pollution, conserving resources, and protecting public health. The policy is guided by principles of sustainability, compliance with regulations, and continuous improvement.

Implementation Procedure:

1. Partnership with E-Waste Management Company

Biyani Girls B.Ed. College has entered into a Memorandum of Understanding (MOU) with reputable e-waste Management Company to ensure the proper disposal and recycling of electronic waste generated on campus. These partnerships provide the college with access to specialized expertise and facilities for the safe handling, dismantling, and recycling of electronic devices such as computers, printers, and mobile phones.

2. Solid Waste Segregation

In addition to e-waste management, Biyani Girls B.Ed. College emphasizes the segregation of solid waste to minimize landfill usage and promote recycling and composting. The college has established separate bins for different types of waste, including paper, plastic, glass, and organic waste. Students and staff are encouraged to segregate their waste at the source to facilitate the recycling and proper disposal process. For solid waste management Institute applied a waste hierarchical approach to reduce, reuse, recycle and recover waste products. Collection and pickup of waste is done by housekeeping staff and

municipality collect the solid waste for further disposal.

Staff are responsible for depositing their waste in the nearest appropriate dustbin. Metals including aluminum, steel, copper can be deposited in the bins. Cardboard should be flat and placed next to any recycling receptacle. Single use plastic is strictly prohibited in the campus. Incineration machine is installed for proper disposal of sanitary waste.

3. Liquid waste management

Waste water of kitchen and canteen is recycled by using it for the watering trees and plants.

4. Collaboration with Local Authorities

The college collaborates closely with local municipal authorities to ensure compliance with regulations and best practices in waste management. Regular inspections are conducted to assess the effectiveness of waste management efforts and identify areas for improvement.

5. Monitoring and Evaluation

Biyani Girls B.Ed. College maintains a system for monitoring and evaluating its waste management performance.

Biyani Girls B.Ed. College's waste management policy reflects its commitment to environmental stewardship and sustainability. By implementing procedures for e-waste management, solid waste segregation, the college strives to minimize its environmental footprint and promote responsible waste disposal practices.

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

7.1.3

Institution waste management practices include

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

Response: B. Any 3 of the above

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

7.1.4

Institution has water management and conservation initiatives in the form of

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

Response: B. Any 3 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document

7.1.5

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

Response:

Biyani Girls B.Ed. College has embarked on a commendable journey towards fostering a clean, green, and healthy environment within its premises. Through a multifaceted approach encompassing cleanliness, sanitation, and the promotion of green cover, the college is dedicated to providing a pollution-free and conducive learning environment for its students and staff.

First and foremost, the college prioritizes cleanliness as a cornerstone of its environmental initiatives. Regular cleaning schedules are implemented to ensure that classrooms, corridors, restrooms, and common areas remain free from debris, dust, and litter. Waste management practices are rigorously enforced, with separate bins for recyclable and non-recyclable materials strategically placed throughout

the campus. Additionally, the college organizes periodic clean-up drives, engaging students, faculty, and support staff in collective efforts to maintain the cleanliness of the surroundings.

In tandem with its focus on cleanliness, Biyani Girls B.Ed. College places a strong emphasis on sanitation. Adequate sanitation facilities, including well-maintained restrooms equipped with proper hygiene amenities, are provided to all members of the college community. Regular inspections are conducted to ensure that sanitation standards are upheld, with any issues promptly addressed and rectified.

Moreover, the college is committed to enhancing the green cover within its campus as part of its environmental stewardship efforts. Tree plantation drives are organized on a regular basis, with indigenous species being preferred to promote biodiversity and ecological sustainability. Green spaces are meticulously maintained, with gardens and landscaped areas serving as tranquil retreats for relaxation and recreation. Furthermore, the college encourages the adoption of eco-friendly practices such as rainwater harvesting to minimize its environmental footprint.

In addition to these proactive measures, Biyani Girls B.Ed. College is dedicated to creating a pollution-free environment conducive to the health and well-being of its occupants. Efforts to reduce air and noise pollution are prioritized, with strict adherence to guidelines on vehicle emissions and noise levels. Furthermore, the college promotes alternative modes of transportation such as cycling and carpooling to reduce vehicular emissions and traffic congestion. Apart from this students are engaged in research activities related to Swachh Bharat.

Beyond its immediate campus, Biyani Girls B.Ed. College actively engages with the local community to promote environmental awareness and sustainability. Collaborative initiatives are undertaken with local authorities, NGOs, and other stakeholders to address environmental challenges and foster positive change. Awareness campaigns on issues such as waste management, water conservation, and renewable energy are conducted in nearby schools and neighborhoods to extend the college's impact beyond its boundaries.

Biyani Girls B.Ed. College stands as a beacon of environmental responsibility and stewardship, demonstrating a firm commitment to cleanliness, sanitation, green cover maintenance, and pollution-free living. Through its proactive initiatives and collaborative endeavors, the college not only nurtures a healthy and sustainable environment within its campus but also inspires positive action and community engagement in the broader pursuit of environmental conservation.

File Description	Document
Documents and/or photographs in support of the claim	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.6

Institution is committed to encourage green practices that include:

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

Response: A. All of the above

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

7.1.7

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

Response: 2.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
5.92	5.73	5.16	3.96	3.86

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

7.1.8

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

Response:

Biyani Girls B.Ed. College has established itself as a beacon of educational excellence by not only focusing on academic curriculum but also by leveraging the local environment, locational knowledge and community practices, unique to its surroundings.

Biyani Girls B.Ed. College is situated in a region rich in cultural heritage, natural resources, and socio-economic diversity. The college takes advantage of this by incorporating local environment, and geographical features into its educational programs.

Field trips to nearby historical sites, Biological Park, and community landmarks provide students with hands-on learning experiences and foster a deeper connection to their surroundings.

Environmental studies are integrated into the curriculum, promoting awareness and sustainable practices among future educators.

The college taps into the expertise of local scholars, professionals, and community leaders to enrich its academic offerings. Guest lectures, workshops, allow students to benefit from the wealth of knowledge available in the area.

Utilizing nearby libraries and educational institutions expands access to resources and encourages academic exploration. Internship and practicum opportunities within local schools and organizations provide students with practical skills and real-world experience, enhancing their employability and professional development.

Biyani Girls B.Ed. College actively engages with the surrounding community through various outreach programs such as Blood donation camp, It serve as a vital link between the community and healthcare services. By tapping into the local environment and resources, the institution collaborates with local healthcare facilities, to ensure a steady supply of blood for medical emergencies. Leveraging locational knowledge, the institution strategically identifies areas with high demand and organizes camps accordingly, maximizing participation and impact.

Self-defense programme empower women students with essential skills to protect themselves. By understanding the local context and challenges, the institution customizes its programs to address

prevalent safety concerns. Through partnerships with Nirbhya Squad team, the institution creates a safe and supportive environment for learning. This initiative not only enhances personal safety but also fosters a sense of empowerment and resilience within the community.

Women empowerment programme aimed to motivate female students to strive for independence and resilience in the face of challenges.

Other Community based programmes such as Cloth donation drive, Yoga workshop, Disaster management programme, Road safety programme etc. enable students to address local issues, contribute to community development, and build meaningful connections with residents.

The college recognizes and addresses the challenges faced by the local community, such as educational inequality, socio-economic disparities, and environmental degradation.

Tailored initiatives, such as Awareness programs, aim to reduce inequality and promote inclusivity. Environmental conservation efforts, such as tree planting, waste management campaigns, and awareness programs, promote sustainable living practices.

Biyani Girls B.Ed. College stands out for its holistic approach to education, which embraces the local environment, harnesses locational knowledge and resources, fosters community engagement, and addresses pressing challenges. By leveraging these elements, the college not only enriches the learning experience for its students but also contributes positively to the development of the surrounding community.

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

7.1.9

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice -1

Title: Community Awareness Program (CAP) Empowering through Education

Objective: Biyani Girls B.Ed. College's Community Awareness Program (CAP) is designed to empower local communities through educational initiatives, fostering awareness, and addressing social issues.

Context: Situated in a culturally diverse community, Biyani Girls B.Ed. College recognizes the importance of engaging with local stakeholders to address societal challenges.

The Practice: The Community Awareness Program encompasses a variety of activities such as awareness programme, health awareness campaigns, environmental sustainability initiatives aimed at promoting community engagement and empowerment:

Evidence of Success:

1. Increased Awareness Rates
2. Improved Health Outcomes
3. Sustainable Practices

Challenges and Requirements:

1. Resource Constraints: Limited funding and resources pose challenges to the sustainability of the program.
2. Community Engagement: Building trust and ensuring active participation require ongoing communication
3. Capacity Building: Enhancing the capacity of staff and volunteers to implement and manage program activities effectively is crucial for achieving sustainable outcomes.
4. Monitoring and Evaluation: Robust monitoring and evaluation mechanisms are necessary to track progress, measure impact, and identify areas for improvement.

Biyani Girls B.Ed. College's Community Awareness Program exemplifies best practices in community engagement, education, and social development. The program continues to make a meaningful difference in the lives of individuals and communities, contributing to sustainable development and positive social change.

Best Practice-2

Title: Transforming Learning: Integrating Guru KPO Educational App

Objective: The objective is to provide students with comprehensive study materials, motivational sessions, counseling support, and informative blogs, catering to their academic and personal growth needs.

Context: Biyani Girls B.Ed. College recognizes the evolving landscape of education, where digital tools play a crucial role in supplementing traditional teaching methods.

The Practice: The integration of the Guru KPO educational app into Biyani Girls B.Ed. College involves several key components. Firstly, the app provides access to a diverse range of study materials, curated to align with the college's curriculum and cater to various learning styles

The app offers motivational sessions led by experts in the field, counseling sessions conducted by trained professionals,

Moreover, the app hosts a repository of educational blogs authored by faculty members, covering a wide range of topics relevant to students' academic and professional pursuits.

Evidence of Success: The success of integrating the Guru KPO educational app at Biyani Girls B.Ed. College is evident through various indicators. Surveys conducted among students reveal high levels of satisfaction with the app's features, citing its user-friendly interface, comprehensive study materials, and engaging motivational sessions.

Problem Encounters: Several challenges have been encountered during the implementation process. These include technical issues with app accessibility, ensuring equitable access to devices and internet connectivity among students, and the need for ongoing training and support for faculty members to effectively utilize the app's features.

Resources Required: Successful implementation of this best practice requires collaboration and resources, funding for app subscriptions, technical support for troubleshooting issues, training sessions for faculty and students on app usage, and ongoing monitoring and evaluation to assess the impact of the app on student learning outcomes and overall satisfaction

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Biyani Girls B.Ed. College stands out as a beacon of empowerment and excellence in the field of education, and one of its most distinctive features is the prestigious Kalpana Chawla Scholarship Award, exclusively dedicated to meritorious 12th pass girls. This scholarship embodies the college's commitment to fostering academic achievement, leadership development, and social responsibility among young women, honoring the legacy of Kalpana Chawla, an icon of determination and inspiration.

The Kalpana Chawla Scholarship Award sets Biyani Girls B.Ed College apart by its exclusive focus on recognizing the academic accomplishments and potential of 12th pass girls. In a society where gender disparities in education and opportunities persist, this scholarship serves as a powerful statement of empowerment and equality, affirming the college's dedication to supporting the educational aspirations and future success of young women. By specifically targeting 12th pass girls, the scholarship addresses the critical transition period from secondary to higher education, providing financial assistance and encouragement to deserving students as they embark on their academic journey.

The Kalpana Chawla Scholarship Award is awarded to meritorious 12th pass girls who have demonstrated exceptional academic performance, leadership qualities, and a commitment to making a positive impact in their communities. The selection process involves a thorough evaluation of applicants' academic records, extracurricular achievements, personal statements, and letters of recommendation. Candidates are assessed not only on their academic excellence but also on their potential to become future leaders and changemakers. The scholarship committee may also consider financial need as a determining factor in the selection process, ensuring that the award reaches those who would benefit most from its support.

The impact of the Kalpana Chawla Scholarship Award extends far beyond financial assistance; it serves as a catalyst for personal and professional growth, empowering recipients to pursue their dreams and aspirations with confidence and determination. By recognizing and celebrating the achievements of 12th

pass girls, the scholarship inspires them to strive for excellence, set ambitious goals, and overcome obstacles on their path to success. Moreover, the scholarship fosters a sense of community and camaraderie among recipients, creating a network of support and encouragement that extends beyond the college campus.

As Biyani Girls B.Ed. College continues to uphold its commitment to promoting gender equality and academic excellence, the Kalpana Chawla Scholarship Award will remain a cornerstone of its efforts to empower and uplift young women. Through ongoing support and investment in scholarships and other initiatives that recognize and reward merit, the college will continue to inspire 12th pass girls to pursue their educational and professional aspirations, break barriers, and make a meaningful impact in their communities and beyond. By honoring the legacy of Kalpana Chawla and celebrating the achievements of young women, Biyani Girls B.Ed. College reaffirms its dedication to creating a more inclusive, equitable, and empowered society.

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

5. CONCLUSION

Additional Information :

Future Plans of the institution:

1. Biyani Girls B.Ed. College will organize more faculty development program on various topics.
2. The institution is planning to organize quality based seminars, webinars and workshops.
3. Institution will collaborate with more industries to provide more skill enhancement courses to enhance employability of the students.
4. The institution will work to provide more skilled manpower to the society with the intention of critical thinking and innovation in management and many such areas.
5. The institution will expand faculty development efforts by training them to adopt effective teaching-learning process and research practices.
6. The institution is planning to introduce Research Centre.
7. Apart from the curriculum, new certification courses are being planned to increase the learning of the students.
8. College is planning for involvement of students in self-study courses like - SWAYAM PRABHA, NPTEL etc.
9. The placement cell is planning of conducting more and more placement related programs for the students in the college so as to increase the placement score.

Concluding Remarks :

The track record of the institution in teacher education has been luminous from the very beginning when the institution was established as teacher training school in the year 2006 with the B.Ed. course. The College, consequently, developed by leaps and bounds ever since and in the year 2008, it came out with the M.Ed. Course and in 2019 B.Sc.-B.Ed. programme and in the year 2021, B.Ed.-M.Ed. Programme was started

Year after year, various academic and administrative improvements are noted in the institution. The institution came up with the KOHA Software to help both its students & faculty members with their academic pursuits & moreover it provided a remote access of the library too. It came out as a boon for the teachers and students both during the Covid-19 Pandemic.

In the year 2022-23, Learning Management System (LMS) is also introduced for improvement in Quality Teaching.

The institute has converted its classrooms, laboratories, seminar halls, etc., as ICT enabled.

Institute has an online learning platform GURU KPO to enhance teaching and learning opportunities.

Various Certification Courses have been started by the institution for the overall development of the students, such as – Disaster Management, Principles and deals of Geeta and Gandhism, Public speaking, Yoga and Meditation, Cyber security, Employability skill under life skill, Imagine Education Program and its beneficiary course, Memory enhancement Programme etc. and planning to add more such courses in the near future. The college needs encouragement and support from all quarters to scale newer heights in the field of teacher

education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
1.2.1	<p>Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available</p> <p>1.2.1.1. Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>111</td> <td>96</td> <td>62</td> <td>59</td> <td>51</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>98</td> <td>91</td> <td>55</td> <td>55</td> <td>48</td> </tr> </tbody> </table> <p>1.2.1.2. Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>137</td> <td>96</td> <td>70</td> <td>67</td> <td>59</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>137</td> <td>96</td> <td>70</td> <td>67</td> <td>59</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	111	96	62	59	51	2022-23	2021-22	2020-21	2019-20	2018-19	98	91	55	55	48	2022-23	2021-22	2020-21	2019-20	2018-19	137	96	70	67	59	2022-23	2021-22	2020-21	2019-20	2018-19	137	96	70	67	59
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1.2.2	<p>Average Number of Value-added courses offered during the last five years</p> <p>1.2.2.1. Number of Value – added courses offered during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>10</td> <td>7</td> <td>4</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>9</td> <td>7</td> <td>4</td> <td>2</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	14	10	7	4	2	2022-23	2021-22	2020-21	2019-20	2018-19	13	9	7	4	2																				
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1.2.3	<p>Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years</p> <p>1.2.3.1. Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 468 1046 602"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>845</td> <td>829</td> <td>611</td> <td>537</td> <td>595</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 680 1046 815"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>800</td> <td>789</td> <td>580</td> <td>501</td> <td>555</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	845	829	611	537	595	2022-23	2021-22	2020-21	2019-20	2018-19	800	789	580	501	555
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2022-23	2021-22	2020-21	2019-20	2018-19																	
800	789	580	501	555																	
1.2.5	<p>Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years</p> <p>1.2.5.1. Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1173 1046 1308"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>35</td> <td>30</td> <td>17</td> <td>26</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1386 1046 1520"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>35</td> <td>31</td> <td>27</td> <td>14</td> <td>22</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	40	35	30	17	26	2022-23	2021-22	2020-21	2019-20	2018-19	35	31	27	14	22
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35	31	27	14	22																	
1.4.1	<p>Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders.</p> <p>Structured feedback is obtained from</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Practice teaching schools/TEI 																				

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: B. Any 4 of the above
 Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification : A. Feedback collected, analysed and action taken and feedback available on website
 Answer After DVV Verification: C. Feedback collected and analysed
 Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
254	270	258	136	209

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
170	119	171	107	139

Remark : DVV has made changes as per the supporting document.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
63	64	58	60	48

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
48	52	50	56	41

Remark : DVV has made changes as per the report shared by HEI.

2.3.3	<p>Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..</p> <p>2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year</p> <p>Answer before DVV Verification : 845 Answer after DVV Verification: 675</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>
2.3.6	<p>Institution provides exposure to students about recent developments in the field of education through</p> <ol style="list-style-type: none"> 1. Special lectures by experts 2. 'Book reading' & discussion on it 3. Discussion on recent policies & regulations 4. Teacher presented seminars for benefit of teachers & students 5. Use of media for various aspects of education 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.1	<p>Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include</p> <ol style="list-style-type: none"> 1. Organizing Learning (lesson plan) 2. Developing Teaching Competencies 3. Assessment of Learning 4. Technology Use and Integration 5. Organizing Field Visits 6. Conducting Outreach/ Out of Classroom Activities 7. Community Engagement 8. Facilitating Inclusive Education 9. Preparing Individualized Educational Plan(IEP) <p>Answer before DVV Verification : A. Any 8 or more of the above Answer After DVV Verification: B. Any 6 or 7 of the above Remark : DVV has made changes as per the supporting document.</p>

2.4.4	<p>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</p> <ol style="list-style-type: none"> 1. Teacher made written tests essentially based on subject content 2. Observation modes for individual and group activities 3. Performance tests 4. Oral assessment 5. Rating Scales <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 or 4 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.6	<p>Students develop competence to organize academic, cultural, sports and community related events through</p> <ol style="list-style-type: none"> 1. Planning and scheduling academic, cultural and sports events in school 2. Planning and execution of community related events 3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 4 of the above Remark : DVV has made changes as per the supporting document.</p>
2.4.7	<p>A variety of assignments given and assessed for theory courses through</p> <ol style="list-style-type: none"> 1. Library work 2. Field exploration 3. Hands-on activity 4. Preparation of term paper 5. Identifying and using the different sources for study <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
2.4.13	<p>Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include</p> <ol style="list-style-type: none"> 1. Effectiveness in class room teaching 2. Competency acquired in evaluation process in schools 3. Involvement in various activities of schools 4. Regularity, initiative and commitment 5. Extent of job readiness <p>Answer before DVV Verification : A. All of the above</p>

Answer After DVV Verification: D. Any 1 or 2 of the above
Remark : DVV has made changes as per the report shared by HEI.

2.5.2	<p>Percentage of fulltime teachers with Ph. D. degree during the last five years</p> <p>2.5.2.1. Number of full time teachers in the institution with Ph.D. degree during last five years</p> <p>Answer before DVV Verification : 52 Answer after DVV Verification: 44</p> <p>Remark : DVV has made changes as per available information.</p>																				
2.5.3	<p>Average teaching experience of full time teachers for the last completed academic year.</p> <p>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year</p> <p>Answer before DVV Verification : 515 Answer after DVV Verification: 460</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																				
2.7.4	<p>Performance of outgoing students in internal assessment</p> <p>2.7.4.1. Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year</p> <p>Answer before DVV Verification : 303 Answer after DVV Verification: 288</p> <p>Remark : DVV has made changes as per the count of students achieving on an average 70% or more on internal assessment activities.</p>																				
3.1.1	<p>Average number of research projects funded by government and/ or non-government agencies during the last five years</p> <p>3.1.1.1. Number of research projects funded by government and non- government agencies during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1626 1046 1760"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>0</td> <td>2</td> <td>2</td> <td>0</td> <td>1</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1839 1046 1973"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table> <p>Remark : DVV has made changes as per the supporting document.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	0	2	2	0	1	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	2	2	0	1																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	

3.1.2	<p>Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</p> <p>3.1.2.1. Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>2.05</td> <td>0.25</td> <td>0</td> <td>1.25</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	0	2.05	0.25	0	1.25	2022-23	2021-22	2020-21	2019-20	2018-19	0	0	0	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	2.05	0.25	0	1.25																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	0	0	0	0																	
3.1.3	<p>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</p> <ol style="list-style-type: none"> 1. Seed money for doctoral studies / research projects 2. Granting study leave for research field work 3. Undertaking appraisals of institutional functioning and documentation 4. Facilitating research by providing organizational supports 5. Organizing research circle / internal seminar / interactive session on research <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p>																				
3.1.4	<p>Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include</p> <ol style="list-style-type: none"> 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations 2. Encouragement to novel ideas 3. Official approval and support for innovative try-outs 4. Material and procedural supports <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p>																				

3.2.1	<p>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</p> <p>3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>51</td> <td>3</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>15</td> <td>3</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the supporting document.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	0	51	3	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	0	15	3	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	51	3	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0	15	3	0	0																	
3.2.2	<p>Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years</p> <p>3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1095 1046 1229"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>53</td> <td>0</td> <td>4</td> <td>3</td> <td>19</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1308 1046 1442"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>0</td> <td>4</td> <td>3</td> <td>19</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	53	0	4	3	19	2022-23	2021-22	2020-21	2019-20	2018-19	12	0	4	3	19
2022-23	2021-22	2020-21	2019-20	2018-19																	
53	0	4	3	19																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
12	0	4	3	19																	
3.3.5	<p>Number of awards and honours received for outreach activities from government/ recognized agency during the last five years</p> <p>3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1800 1046 1935"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>6</td> <td>0</td> <td>1</td> <td>2</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 2013 1046 2092"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	8	6	0	1	2	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
8	6	0	1	2																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

5	3	0	0	1
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Remark : DVV has made changes as per the report shared by HEI.

3.4.2	<p>Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>3.4.2.1. Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years Answer before DVV Verification : 11 Answer after DVV Verification: 10</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>
4.2.3	<p>Institution has subscription for e-resources and has membership/ registration for the following</p> <ol style="list-style-type: none"> 1. e-journals 2. e-Shodh Sindhu 3. Shodhganga 4. e-books 5. Databases <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
4.2.6	<p>Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways</p> <ol style="list-style-type: none"> 1. Relevant educational documents are obtained on a regular basis 2. Documents are made available from other libraries on loan 3. Documents are obtained as and when teachers recommend 4. Documents are obtained as gifts to College <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
4.3.3	<p>Internet bandwidth available in the institution</p> <p>4.3.3.1. Available bandwidth of internet connection in the institution, in MBPS Answer before DVV Verification : 450 Answer after DVV Verification: 100</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>

4.3.4	<p>Facilities for e-content development are available in the institution such as</p> <ol style="list-style-type: none"> 1. Studio / Live studio 2. Content distribution system 3. Lecture Capturing System (LCS) 4. Teleprompter 5. Editing and graphic unit <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
5.1.3	<p>The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as</p> <ol style="list-style-type: none"> 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies 2. Details of members of grievance redressal committees are available on the institutional website 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students 4. Provision for students to submit grievances online/offline 5. Grievance redressal committee meets on a regular basis 6. Students' grievances are addressed within 7 days of receiving the complaint <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 5 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
5.1.4	<p>Institution provides additional support to needy students in several ways such as:</p> <ol style="list-style-type: none"> 1. Monetary help from external sources such as banks 2. Outside accommodation on reasonable rent on shared or individual basis 3. Dean student welfare is appointed and takes care of student welfare 4. Placement Officer is appointed and takes care of the Placement Cell 5. Concession in tuition fees/hostel fees 6. Group insurance (Health/Accident) <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 3 or 4 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
5.2.1	<p>Percentage of placement of students as teachers/teacher educators</p>

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
165	121	122	178	158

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
151	102	107	166	144

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	24	16	23	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20	15	11	18	14

Remark : DVV has made changes as per the report shared by HEI.

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

- 1. Motivating the freshly enrolled students**
- 2. Involvement in the in-house curriculum development**
- 3. Organization of various activities other than class room activities**
- 4. Support to curriculum delivery**
- 5. Student mentoring**
- 6. Financial contribution**
- 7. Placement advice and support**

Answer before DVV Verification : A. Any 6 or more of the above
 Answer After DVV Verification: B. Any 4 or 5 of the above
 Remark : DVV has made changes as per the report shared by HEI.

6.5.3	<p>Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.</p> <p>6.5.3.1. Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>29</td> <td>27</td> <td>25</td> <td>17</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>22</td> <td>19</td> <td>21</td> <td>11</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	23	29	27	25	17	2022-23	2021-22	2020-21	2019-20	2018-19	17	22	19	21	11
2022-23	2021-22	2020-21	2019-20	2018-19																	
23	29	27	25	17																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
17	22	19	21	11																	

7.1.4	<p>Institution has water management and conservation initiatives in the form of</p> <ol style="list-style-type: none"> 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has made changes as per the report shared by HEI.</p>
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2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>247.41</td> <td>304.95</td> <td>177.43</td> <td>183.50</td> <td>206.74</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	247.41	304.95	177.43	183.50	206.74	2022-23	2021-22	2020-21	2019-20	2018-19					
2022-23	2021-22	2020-21	2019-20	2018-19																	
247.41	304.95	177.43	183.50	206.74																	
2022-23	2021-22	2020-21	2019-20	2018-19																	

190.21	236.07	156.00	125.24	136.94
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