



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**SMT. NARAYANI DEVI VERMA WOMEN TEACHERS
TRAINING COLLEGE (MAHILA ASHRAM), BHILWARA**

**SMT. NARAYANI DEVI VERMA WOMEN TEACHERS TRAINING COLLEGE,
VIJAY SINGH PATHIK NAGAR, BHILWARA, RAJASTHAN**

311001

www.ndvttcollege.org

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The college is dream of Mrs. Sushila Devi Mathur. Her wish was that every girl who take her school education from mahila ashram should also have a noble professional degree, so that she can be self- dependent. Her dream of B.Ed. College Bhilwara come into existence in 1984.

The college is managed by the Mahila Ashram institute a well known institute for girls education in Rajasthan. This is well known teacher education institute in Rajasthan.

Vision

SNDVWTT College will be value and vital community partner by striving to enrich our expending community and preparing our students to learn, work and live in a diverse dynamic and global environment. It is dedicated to excellence and is run by the people know for service. quality and value based education to students of Rajasthan state our constant endeavor is a safe secure and conducive learning environment to particularly girls who aspire for higher education. The college endeavors to be a leading in educational services.

Mission

1. To provide a unique learning, experience which will enable the students to realize their potential and mould their overall personality.

2.To make available equal opportunities and ensure support without productive based on class, caste, religion and economic status.

3.To ensure recognition as an international leader in holistic education to achieve global competency in corporate and social world.

4.To make available globally competitive education infrastructure compatible to the changing challenges of India's nation building process.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

* Co-operative and sensitive management.

* qualified and committed staff

* ragging free campus

- * fair and transparent system of admission
- * library book facility for each and every student and staff member
- * green clean pollution free and attractive campus
- * spacious class rooms
- * special alert for weaker students.
- * negligible rate of drops
- * the college campus is enriched with Wi-Fi facility
- * the college is predominantly a woman college there is an increase in demand of women candidates
- * well equipped labs and Library
- * adoption of feedback system
- * biometric attendance system for staff and students

Institutional Weakness

- * Lack of interest in research work
- * number of volume and journals in the department library need to be increased.

Institutional Opportunity

- * the college has a special campus and playground with scope for further improvement in creating of infrastructure of other physical facilities.
- * the college is located in crime location of the city that is quite convenient and accessible for the students from surrounding feeding area especially girls who were not allowed by the parents to travel to long distance college have got a good opportunity here to achieve their dream and uplift carrier.

Institutional Challenge

- * Placement in best school

- * weak communication skill
- * financial crisis faced by number of students.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution ensures effective curriculum delivery through a well-planned and documented process Narayani Devi Verma women Teacher Training College is affiliated to M.D.S. University Ajmer, Rajasthan an it follows the university prescribed curriculum throughly. In addition the broad vision and goals of the college are kept in mind for the effective implentation of curriculum. Committees for effective implementation. The college level committes prepare broad guideline.The theory and practical classes are held according to the time table which is prepared prior to the commencement of the academic year Planning Teaching & Evaluation Syllabus of each subject for the academic session is provided to the students for effective academic planning, implementation and review of the curriculum.

Teaching-learning and Evaluation

This criteria related to college efforts to serve student of various backgrounds and abilities through effective teaching learning practices interactive instructional technique that engage student in higher order thinking through different activities and school internship program. It also evolves in the institutional support how to facilitate and use of ICT to develop the technique and new innovation approaches.

- * The college is competent to enroll students as per the Government
- * The process of admission in 2-year B.Ed and 4-year B.A. B.Ed is done by Rajasthan Government thorough the entrance exam of PTET.
- * The institution provide clear information to student.
- * Admission and ,fee structure ,and refund policy are decide by the Government.
- * The institution engage its student inactive learning the institutional approach and learning experience are extensive and in keeping with the state objective of program.
- * The scheme of practice teaching is determined by Shala Darpan, the registration of all the girl students is done by the college, after that schools are allotted to them by Shala Darpan Rajasthan itself.
- * Demonstration lesson given by the staff member in each pedagogy subject.
- * The institute also ensure that student should be aware.
- * Evaluation and evaluation results are used to improve the performance of students.

The key aspect identified under this criteria are admission process and student profile need for catering to diver

teaching learning process teacher quality evaluation process and Reform and best practices in teaching learning and evaluation.

Infrastructure and Learning Resources

The institute has necessary physical infrastructure facility as per nct norms to run the B.Ed and BA B.Ed program it has been land coverage area square metre and has two three six five four two square metre built up area for campus the following facilities are available in the infrastructure allocation of the institution area.

The Facilities are

Wi-Fi Campus

Staff Room

Common Room

Class Rooms

Bus Facility

Library

Psychology resource Centre

Science resource Centre

ICT resource centre

Social science curriculum lab

Science curriculum lab

Language lab

Art and craft room

Outdoor - Indoor games

Carrrom

Chess

Table Tennis

Badminton

Kho-Kho

Disc throw

Relay Race

Hostel

Canteen

Hozrell

Smoke detector

Fire safety

Safety and security

Parking facilities

Wash Room (Toilet)

Inverter

Generator

List of musical instrument facilities

Harmonium

Tabla

Dholak

mazira

drum

Dafli

Ghungru

Library as learning resource

The institute has a collective and rich library the library of the institute has a good number of reference books research journal periodicals and important educational documents with this our Institute focus on the areas teacher education Secondary Education curriculum development science education social science education etc are Priorities by the institution. The inexhaustible resource of text and reference books, journals, Encyclopedia,

newspapers and magazines. The material available in the college library student find out relevant contents of their own uses.

Student Support and Progression

In Narayani Devi Verma Women Teacher Training College, the student council is formed every year. For the formation of the student council, a three-member selection committee is formed by the principal. The task of this selection committee is to constitute the student council on the basis of the prescribed criteria Norms prescribed for formation Academic Achievement, Punctuality, Discipline, Leadership Ability and Efficient Speaker In this college, B.Ed and B.A. B.Ed run jointly, So the President and Vice-President selected out of B.Ed and the Secretary is selected in the third year B.A. B.Ed. apart from this, out of 800 students, cultural, literary, sports and finance secretaries Deputy secretaries and co-secretaries are made into four houses Jagrati, Shakti, Pragati and Samradhi House. In this way, after the formation of the student council, duly conducts the activities that take place throughout the year.

Governance, Leadership and Management

This criterion helps to gather data on the policies and practices of an institution in terms of planning power, recruitment, training, performance evaluation and finance management planning. The participative management process and creative administration of human and material resources are relevant here. The focus of this criterion highlights the following criterion statements, which are representative of the good practices of a quality institution:

The institution is conscious of its quality provisions and has a well-established functional internal quality management system.

The institution has an Management Information System to collect, align, select, integrate and communicate data and information on the educational and administrative aspects of the institution.

1. The institution's offices and departments operate on the principles of participation and transparency.
2. Academic and administrative planning goes hand in hand with the institution.
3. The goals and objectives are communicated and deployed at all levels to ensure each individual's contribution to institutional development.
4. The institution has a mechanism for faculty, students and other stakeholders to seek information and / or make complaints.
5. The institution has good resource management practices that support and encourage performance improvement, planning and implementation strategies.
6. Our Institute is Self Finance Institute.
7. Budgeting and auditing processes are routine and standardized.

The College Strives to keep development itself into a best class of centre of teacher education with a unique identity and place in Rajasthan. The programmes offered in the college ameliorated values such as quality, consciousness teacher competence, eco-friendly, sustainable development and love for students.

Institutional Values and Best Practices

Best Practices :- 1 Blood Donation

1. Narayani Devi Verma Teachers Training College is organizing blood donation camp since last 4-5 years.

This blood donation program is organized on the inspiration day celebrated in the memory of the former president of the institution, Mrs. Sushila Devi Mathur. The campus is organized in Association with the help of District Hospital. Blood donation camp have become a Regular Feature of the college and every year at least one camp are organized in the college the student generally feel enthusiastic to donate blood voluntary. Beside this teacher also donate blood during these campus this practice is being continuously observed every year without fail.

Best Practice-2 : Sona mandh buddhi :- A school of deaf and dumb

Visit A sona mandh buddhi(A school of deaf and dumb)

Sona mandhh buddhi school is one of the premier and famous special school mainly for deaf and dumb in Bhilwara district.

Our college has taken an initiative to give an opportunity to our student to be sensitized and to be aware about special students life our college has visit Sona mandh buddhi with our student teacher along with principal and staff.

I student divided into small groups.

The college promote and spread awareness campaigning before society regarding disabilities and need of special care for special students. It is also taken as task to educate the society for Bias free discrimination free motives and physically challenge student as well as person.

Good Impact

The visit creates good impact on every student as well as teachers they become more sensitized than before regarding the problems and challenges of disable person they also be aware and got influence how to handle the problem in very effective manner they we come more aware then before how to help and corporate such kind of students.

Best Practice-3

Various types of committees are formed at the beginning of the session.

Objective of Practice

1. Every staff member should be aware of their work area.
2. Due to the formation of committees, the work goes on smoothly.
3. It is facilitated by the committees to get information about their area of work.
4. Get to know the hidden talents of the staff members.
5. Based on the suggestions received from the committees, it helps in planning the future strategy.

Research and Outreach Activities

Benefits of local community:- Every year, NDVWTTC celebrates Varksha ropan karykaram. A campaign for Tree plantation is carried out in nearby area and awareness for care of the new planted trees is generated. The BLOOD DONATION CAMP Organised every year on Purna Divas in the memory of Smt. Sushila Devi Mathur By visiting the nearby villages to study the children with special needs and meeting with Students, teacher. The PTs learn a lot and understand them. Our PTs confronted the problems of these children, took notice of their special needs, helped them in convening their activities and boosted their morale by appreciating their achievements. PTs also performed cultural programs there. This fulfilled our objective to reach community and share its responsibility as well. Awareness through Street Plays- the PTs performed street plays on various social aspects like Nasha Mukti, Literarcy, HIV & AIDS awareness, gender discrimination, equal opportunities for education, RTE etc.

NDVWTTC organized outreach programs (on World Earth Day & World AIDS Day, National Science Day, Ozone Day). Organization of community outreach activity, participation in the seminar – cum – workshop on micro-teaching skills, pedagogical analysis, lesson planning etc. envisioned in the B. Ed. curriculum create learning environments that foster positive social interaction, active engagement in learning and self - motivation.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SMT. NARAYANI DEVI VERMA WOMEN TEACHERS TRAINING COLLEGE (MAHILA ASHRAM), BHILWARA
Address	Smt. Narayani Devi Verma Women Teachers Training College, Vijay Singh Pathik Nagar, Bhilwara, Rajasthan
City	Bhilwara
State	Rajasthan
Pin	311001
Website	www.ndvtcollege.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shashi Pandey	01482-9414978645	9414978645	01482-256639	ndvtcollege@gmail.com
IQAC / CIQA coordinator	Rekha Gaur	01482-9414258964	9414258964	01482-256639	rekhagaur512@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

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	Maharishi Dayanand Saraswati University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE, NCTE, MCI, DCI, PCI, RCI etc (other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day, Month and year (dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	26-10-2020	10	NIL

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	Smt. Narayani Devi Verma Women Teachers Training College, Vijay Singh Pathik Nagar, Bhilwara, Rajasthan	Urban	24200	3973.72

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd, Education	24	Graduation	Hindi	200	200
UG	B.A.BEd, Education	48	Senior Secondary	Hindi	100	100

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				48				0			
Recruited	0	0	0	0	0	48	0	48	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				6
Recruited	3	3	0	6
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				3
Recruited	3	0	0	3
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	5	0	0	0	0	5
M.Phil.	0	0	0	0	1	0	0	0	0	1
PG	0	0	0	5	37	0	0	0	0	42
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	Others	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	300	0	0	0	300
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	47	56	48	44
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	21	23	20	20
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	101	102	61	60
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	82	110	126	108
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	2	3	36	38
	Others	0	0	0	0
Total		253	294	291	270

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Teacher education requires high level quality content and educational processes with multidisciplinary inputs, so keeping this in mind the goal is to organize teacher education program in holistic multidisciplinary institutions, for this our institution is well suited. to our college. Need to change as multi specialized institute we are anyway 4 year integrated b.a.b.Ed programs are being conducted B.Ed 2 year course is also running here and supervising retired excellent faculty members have been added in our college. Education Profile of faculty members Diversity must be the goal of teaching research experience will be given importance of social science areas directly linked to school education, such as</p>
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	<p>psychology, child development, linguistics, sociology, philosophy, economics and political science with science education Faculty members trained in subjects related to programs like mathematics ,education, social science, education and language education will be posted in teacher training institutes. We are one of those institution who have already such a integrated course and retired excellent faculty members.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The ABC framework is part of National Education Policy (NEP) 2020, and will allow higher education institutions to maintain a digital repository of credits earned by students; under ABC, students can choose to study one course in a year in one institution and switch to another one the next year. 1: Opening the ABC Account. First and foremost, the students need to open an Academic Bank Account. ... 2: Credits Information as per Courses. As per the courses, a credit structure will be created by the Government. ... 3: Evaluation & Verification of Credits. This is such a scheme in the field of education that apps for the students admitted through ITEP, at present this scheme has not been implemented in our state till today 08.08.2022. In this scheme, 50 institutions of the country will be selected in pilot mode. 4 Year Integrated B.A. B.Ed. in Smt Narayani Devi Verma Women Teachers Training College. The course of B.Ed is being run from 2017-2018 but academic bank of credit bank system is not applicable in this course, students have to study here only after completing 4 years in b.a. B.Ed degree is obtained, there is no provision for granting any kind of degree if the course is left in the middle, at the present time till 2020-21</p>
<p>3. Skill development:</p>	<p>There is a lot of emphasis on skill development program in the new education policy. Our college also runs a 4-year multidisciplinary graduate program with special focus on soft skills. National Skill Qualification Framework (NSQE) has been developed in detail for each subject. Did This framework will provide the basis for the need for pre-career education, through this the message of framing practical experience to the dropped out students will be linked with the level and re-connected to the formal system. ICT is a huge need in today's time. Hence the question of ICT Efforts will also be made to develop teachers in our institution, In order to</p>

	<p>develop value to the girl students in the institution, practical knowledge will be given rather than theory. Value education based programs will be done, dramas will be done, rallies will be taken out</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The national education policy 2020 as the first document of the 21st century aims of reconfigure the education system of India on the framework of Indian knowledge system with it emphasis on the rejuvenation of Indian language art and culture Indian knowledge system is an innovative cell under Ministry of Education is an innovative cell under ministry of education at AICTE, New Delhi. B.Ed and B.A, B.Ed. EPC 1, EPC 2, EPC 3, EPC 4, courses as art culture and language in course.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome based education is an educational theory that basis each part of an educational system around goal by the end of the educational experience each students should have achieved the goal In our institution BA B.Ed and B.Ed both courses are run and each have a pedagogy subject for OBE. In our prescribed syllabus we have one paper of assessment for learning Under which students read about assessment of learning and assessment for learning, as well as they read about different types of assessment tools, CCE process etc. Students are made to make Rubrics Sociometry Questions etc. under Assessment Tool. Teacher are emphasis on clearly articulated ideas what student are expected to know and be able to do. In B.Ed one internal test and B.A, B.Ed two test organised in one session .Assignment paper presentation are also a part of OBE.</p>
<p>6. Distance education/online education:</p>	<p>In our college, Indira Gandhi Open University is a study center of IGNOU in the form of distance education. Here, practical work is done by getting the in-service learners to acquire the knowledge of B.Ed. Admission after applying from The examinations are organized by IGNOU University and on the basis of preference, a list of 50-50 learners is sent to the study center, after which their online or offline orientation program is organized according to the instructions of the university,.In which they are given information about the theoretical and practical courses of the first and second years of the 2-year B.Ed program and on Their counseling classes are conducted on Saturdays and Sundays, these counseling classes are conducted</p>

by the counseling selected by IGNOU, which helps the learners a lot in doing the assignments Different classes are organized for different subjects of theoretical core courses pedagogy courses elective courses and practical courses and they are given information about the evaluation and grading system at the time of each task The first year internship is of 24 working days and the second year internship is of 96 working days, during this time all four question papers of EPC are also read The record of all the learners is deposited at the study center .

NAAC

Extended Profile

1 Students

1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
786	744	646	554	409
File Description		Document		
Institutional data in prescribed format		View Document		
Any other relevant information		View Document		
Other Upload Files				
1		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
300	300	300	300	300
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..

2021-22	2020-21	2019-20	2018-19	2017-18
237	237	237	237	237
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..

2021-22	2020-21	2019-20	2018-19	2017-18
297	250	201	194	155
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..

2021-22	2020-21	2019-20	2018-19	2017-18
297	250	201	194	155
File Description		Document		
Institutional data in prescribed format		View Document		

1.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
298	300	300	299	255
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..

2021-22	2020-21	2019-20	2018-19	2017-18
48	48	48	48	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..

2021-22	2020-21	2019-20	2018-19	2017-18
48	48	48	48	48

File Description	Document
University letter with respect to sanction of p	View Document
Any other relevant information	View Document

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1986205	1725297	2045653	1279098	1198364

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

3.2

Number of Computers in the institution for academic purposes..

Response: 34

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:

Narayani Devi Verma teachers training college has a clearly stated and communicated purpose reason mission and values. The academic programs of Narayani Devi Verma Teachers Training College are in tune with the NCFW National Curriculum Framework 2005 and subscribe straight away to the curriculum prescribed by the MDS University Ajmer the affiliating university with the vision of the institute been able to shift the focus of educational process from theory to practical and make the learning process activity based as per the normative guideline of MDS University.(within the overall framework of the rules and regulation of the University of two year B.Ed and 4 year B.A, B.Ed integrated course)All these are put into operation within the Framework mandated in the above state documents University. At it's own level Narayani Devi Verma Teachers Training College tries to Cater of the emerging need of the society by introducing the concept of learning.

The institutes has said the following objectives with major considerations to be addressed by through the 2 year B.Ed and 4 year Integrated BA B.Ed.

Objectives

1. To prepare the trainees to be competent teacher with better acquaintance with the skill of teaching various innovation method and approaches mastery over the subject matter with proper interest.
2. To adopt inclusive and equity based approaches in the organization of both the scholastic and coastic activities in order to give justice to one and all.
3. To teach and trained the trainees about the constitutional values of practicing these in the form of exercising their fundamental duties by enjoying the fundamental rights envisaged the constitution of India.
4. To enable the trainees is for facing the challenges of globalization liberalization and privatization by teaching them to be inquisitive, creative ,innovative ,scientific and adoptive in their nature and approaches
5. To prepare the trainees is for becoming good social human being with keeping a healthy Cooperative and mutual understanding with their fellow beings.
7. To trained the trainees is about how to be man of Balanced personality with having their own values system in relation of social cultural economic and environmental aspect at local state at National level
8. Provision for skill of teaching for better pedagogical competency with appropriate method of teaching for different subject and practice of innovative method approaches and activities.

9. To provide special facility to the disadvantage category of trainees with the actualisation of equity in the implementation of the two year B.Ed and four year B.A. B.Ed intregrated course.

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

1.1.2 At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the last completed academic year 1. Faculty of the institution 2. Head/Principal of the institution 3. Schools including Practice teaching schools 4. Employers 5. Experts 6. Students 7. Alumni

Response: D. Any 2 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
Any other relevant information	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

1.1.3 While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Progammes offered by the institution, which are stated and communicated to teachers and students through 1. Website of the Institution 2. Prospectus 3. Student induction programme 4. Orientation programme for teachers

Response: 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
Any other relevant information	View Document
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

1.2 Academic Flexibility

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

Response: 25

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	9	9	9

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	36	36	36	36

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
Any other relevant information	View Document
Academic calendar showing time allotted for optional / electives / pedagogy courses	View Document
Paste link for additional information	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document
Paste link for additional information	View Document

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

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

Response: E. None of the above

File Description	Document
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
Any other relevant information	View Document
Paste link for additional information	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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
Any other relevant information	View Document
Paste link for additional information	View Document

1.3 Curriculum Enrichment

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

Response:

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

Institution integrates cross cutting issues relevant to professional ethics, gender, human values, environment & sustainability into the curriculum. B.Ed 2nd year course & B.A.B.Ed. (4Year) course have a strong focus on gender differences in social integration of children and the differences that are prevalent in terms of gender equality in the participatory work force. Marginalization faced by woman in governance and policy making feminization of poverty as well as inequalities of degradation and climate change also. The students are also made aware of concept of sustainability and the need for conservation of the environment and role students can play in this regard. The cross cutting issues are also an intrinsic part of student co – curricular activities encouraged to develop healthy competition to inculcate practice of fair play and equity. These issues find a collective space in numerous curricular and cultural activities such as street –plays, drama, oration, dance drama, awareness program, debate competition, tree plantation programs, Swachh Bharat Abhiyan, safe drive save life campaign etc. Environment Studies - This is an optional course offered to B.Ed 2 nd year and B.A.B.Ed 2 nd year students under university syllabus of 50 marks

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
Paste link for additional 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:

Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective Diversity is everything that makes people different from each other. This includes many different factors: race, ethnicity, gender, sexual orientation, social economic status, ability, age, religious, belief or political belief. If you ignore the issue of diversity in the classroom and choose to not promote diversity in your college you are not doing your job. 7 ways to encourage a culture of diversity in your school/ college

1. Examine your teaching materials
2. Get to know your students
3. Be willing to address inequality
4. Connect with parents and community
5. Meet diverse learning needs
6. Hire diversity
7. Support professional development opportunities

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View Document
Paste link for additional information	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:

NDVWTT is situated in a neat and clean surrounding and housed in a lush green-pollution free environment in an excellent building with all infrastructural facilities conducive for conduction of teacher education programme. NDVWTT has a well developed play ground.

Narayani Devi Verma Women Teachers Training College follows the curriculum in a way as to provide varied experience to the students. In order to achieve this aim students are given professional training in teaching by the following measures: The college follows student centred approach, an approach to education focusing on the needs of the students. The college follows the promotes the teaching methods such as active learning, cooperative learning and inductive, teaching and learning, inquiry based learning, problem solving learning, project based learning, discovery learning etc. It seeks to promote. Collaborative group learning, both inside and outside the classroom. Individual student research and discovery. Research and discovery by students and faculty together.

It has a big multipurpose hall where curricular and co-curricular programs organised. NDVWTT also has a seminar hall and computer lab, language lab & library.

There is a suggestion/complaint box in the main building of NDVWTT college. Any stake holder can put her suggestions/complaints in the box. The suggestions are analyzed and worked upon. The feedback from the PTs is taken at end of the academic year also. Feedback from alumni, head of the school and parents are also entertained. On the basis of feedback analysis conclusions are drawn and decisions are taken for implementation. There is a democratic way of communication. The faculty and students representatives talk freely in student council about barriers to learning. All the possible efforts are made by the faculty to remove these identified barriers. Growth and taken step to facilitated with the student. Principal regularly monitoring and ensure that the environment of college is enhance.

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

1.4 Feedback System

<p>1.4.1 Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. 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 <p>Response: B. Any 4 of the above</p>

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

<p>1.4.2 Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following</p> <p>Response: B. Feedback collected, analysed and action has been taken</p>
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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: 96.8

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any other relevant information	View Document
Any additional link	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: 12.27

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

2021-22	2020-21	2019-20	2018-19	2017-18
124	124	129	181	169

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
Any other relevant information	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

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

Response: 3.58

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	8	5	6	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
Any other relevant information	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:

- Yes, there are several provisions for assessing student's knowledge/needs and skill before the actual commencement of teaching programme.
- Students have to qualify the Rajasthan PTET Exam conducted by Rajasthan Govt. from academic session 2020-21 and merit list (category wise) is released. on the basis of entrance exam.
- Students approach the concerned college for admission and the college admits the students after verification of documents and proper counselling.
- Prior to 2020-21, the entrance test conducted by college itself and the college was in practice to prepare the merit list for admission.
- Qualifying in the entrance test and placement in the merit list is the only criteria for admission in B.Ed. & B.A. B.Ed. courses.
- During the counselling session, other related matters are checked and verified.
- At the entry level, admitted students have to undergo the process of induction, orientation, frequent evaluation and assessment, mentoring and completion of activities, assignments and a score of allied activities and practices for their professional skill development.
- Special care is taken of their intellectual engagements, academic performance, out reach to community and society and their over all performance and outcome.

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
Any other relevant information	View Document

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

Response: Only when students seek support

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

2.2.4 Student-Mentor ratio for the last completed academic year

Response: 16:1

2.2.4.1 Number of mentors in the Institution

Response: 48	
File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.3 Teaching- Learning Process

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

Response:

Multiple Approach adopted by Teachers in B.Ed course 2018-20

1. Experimental Learning :- EPC Work covers mostly learning by doing.
2. Participative Learning :- All activities such as Rangoli, debate, quiz, seminar & sports etc
3. Problem solving methodology:- Quiz, seminar and some EPC work etc.
4. Brain storming:- * Sensitize to society through discussion, visit to SONA MANDH BUDHI (Deaf and Dumb)
* Speech by teacher and renowned speakers.
- 5 Group Participation :- Group Discussion, Debate, Quiz.
- 6 Online Learning :- (Mobile base) Whatsapp, Zoom app, Google Meet.

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: 29.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	20	16	14	0

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: 94.78

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: 745

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 other relevant information	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
Any other relevant information	View Document
Link of resources used	View Document

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

Response:

Maintaining ongoing awareness of information security, vulnerabilities, and threats to support organizational risk management decisions. Continuous monitoring is the process and technology used to detect compliance and risk issues associated with an organization's financial and operational environment. Continuous monitoring can also be used to keep track of an application's operational performance. IT operations analysts can utilize a continuous monitoring software tool to identify application performance issues, determine the fundamental causes, and implement a solution before the issue causes unplanned application downtime and revenue loss. The ultimate purpose of continuous monitoring is to give IT organizations with near-instant feedback and insight on network performance and interactions, which aids operational, security, and business performance.

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

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

Response: 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
Any other relevant information	View Document
Link for additional information	View Document

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

Response:

Teaching Learning Process. Student Centric methods such and experiential learning participative Learning and Problem solving methodologies are used for enhancing Learning experiences (1) Experiential learning.

1 - Laboratory based Learning for Subjects like Geography & psychology sees student, performing practical experiments under. The supervision of Teachers students become more creative and innovative via application of practical knowledge. Experiential learning helps students to improve communication skills through teamwork and grasp the empirical learning.

2- Field Trips: Field trips are a part of the curricula, Them the socio-economic survey provide more exposure to the real world and expand their ambit of lateral thinking.

3- Projects – projects have to be prepared by the students which give them the idea of real situations and practical implementation through analysis. How the achievement of the student was during the internship / pre-internship, the evaluation form was field by the head of the school. Brought in a closed envelop and handed over to the concerned incharge of the college. Participative learning For the students active participation the following methods are PPT Poster, presentations. iii) The student teachers prepare lesson plan in consultation with the teacher. Problem solving Methodologies: Experiential learning helps students to develop problem solving methodology through experimentations used works (open air session, community work and projects)

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

2.4 Competency and Skill Development

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

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

Response: C. Any 4 or 5 of the above

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

2.4.2 Students go through a set of activities as preparatory to school-based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as 1. Formulating learning objectives 2. Content mapping 3. Lesson planning/ Individualized Education Plans (IEP) 4. Identifying varied student abilities 5. Dealing with student diversity in classrooms 6. Visualising differential learning activities according to student needs 7. Addressing inclusiveness 8. Assessing student learning 9. Mobilizing relevant and varied learning resources 10. Evolving ICT based learning situations 11. Exposure to Braille /Indian languages /Community engagement

Response: 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
Any other relevant information	View Document
Link for additional information	View Document

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

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

Response: 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
Any other relevant information	View Document

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

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

Response: A. All of the above

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

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

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

Response: A. All of the above

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

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

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

Response: A. Any 4 or more 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

Other Upload Files

1	View Document
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2.4.8 Internship programme is systematically planned with necessary preparedness..

Response:

Internship / Pre - Internship is determined by Shala Darpan Jaipur and from there the student are studied in the school . For Pre-Internship

1. In order for the student to go to school and teach good lessons they are given the Knowledge of micro teaching and various skills by the Teacher.
2. Before the student go to the actual classroom teaching model lesson are given is each subject by the teacher so that they can know all the art of teaching.

3. Pre-Internship is one month and internship is 4 month. The concerned teacher or Incharge is given Information about what work they have to do in the school during 4 month /1month / what records have to be prepared, what will be their process.

4. On completion of the Internship / Pre-Internship the school Head given the completion certificate to the student and online its information is also sent by the head of Shala Darpan.

Enhance professional efficiency through continuous monitoring:

1. The students are constantly supervised by the teacher and the qualities of professional competence are developed.

2. LCD, OHP, chart, computers, using internet etc. are taught to increase professional efficiency.

3. Use of different skills is taught.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	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: 42.43

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

Response: 7

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

2.4.10 Nature of internee engagement during internship consists of

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

Response: C. Any 4 or 5 of the above

File Description	Document
Wherever the documents are in regional language, provide English translated version	View 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
Any other relevant information	View Document

2.4.11 Institution adopts effective monitoring mechanisms during internship programme.

Response:

Enhance professional efficiency through continuous monitoring (observation).

1. To increase professional efficiency and to avoid mental stress students are divided into small groups.
2. Due to small number of students, the closeness in the teacher – student relationship increases, due to which the observation is effective.
3. The students are constantly supervised by the teacher and the qualities of professional competence such as loyalty to the work, knowledge of the subject, punctuality etc. are developed.
4. LCD, OHP, chart, models, computers, using internet etc. are taught to increase professional efficiency.
5. How to use different skills is taught by the teacher.

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

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

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

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

Response: D. Any 1 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
Any other relevant information	View Document

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

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

Response: C. Any 3 of the above

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

2.5 Teacher Profile and Quality

2.5.1 Percentage of fulltime teachers against sanctioned posts during the last five years	
Response: 100	
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
Any other relevant information	View Document

2.5.2 Percentage of fulltime teachers with Ph. D. degree during the last five years	
Response: 10.42	
2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years	
Response: 5	
File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document
Any other relevant information	View Document

2.5.3 Average teaching experience of full time teachers for the last completed academic year.	
Response: 0.73	
2.5.3.1 Total number of years of teaching experience of full-time teachers for the last completed	

academic year

Response: 35

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:

The teachers are backbone of any Institution. No any Institution survive more without capable, qualified and dedicated teachers. The Institution is very helpful in updating their teachers professionally. Some of them have awarded the Ph.D. degree some have enrolled himself/herself for Ph.D. programme. Some are preparing to their enrollment. The teachers are actively participated in writing their thesis and articles for magazines. They have attended Seminars, Workshops and Webinars etc. Some of them have presented their papers in Seminars. We have also conducted National Seminars in which are teachers are attended and presented papers. All teachers have participated actively in this National event. Besides from this all teachers have updated own self in academic development. Teachers discuss among themselves on topics of education and related aspects in the staff room when the are not engaged in class room. The faculty members are entitled to academic study leave to attend academic engagements as per University rules. The college also organise Seminars, workshop and Webinar as well as special lectures for professional development of its faculty and students. The faculty members are encouraged to pursue research and extension activities as admissible under University rule.

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

2.6 Evaluation Process

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

Response:

The annual academic calendar prepared in accordance with the university calendar prior to the

commencement to an academic year by IQAC, specifying available dates for significant activities to ensure proper teaching learning process and continuous evaluation and it is displayed in the students and faculty notice boards. The academic calendar illustrates the timing and weightage of different sessional exams, practical exams, seminars, teaching assignments and tests along with project and viva exams. There is complete transparency in the internal assessment.

1. At the beginning of the academic year, faculty members inform the students about the various components in the assessment process during the year.
2. The internal assessment test schedules are prepared and communicated to the students well in advance.
3. To ensure proper conduct of formative tests, two invigilators are assigned to each hall. Evaluation is done by the course handling faculty members.
4. The corrected answer scripts at random are verified by HOD to ensure the standard evaluation process.
5. The mistakes are communicated to the students and any grievance is redressed immediately.

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

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

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

Response: B. Any 3 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
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document
Link for additional information	View Document

2.6.3 Mechanism for grievance redressal related to examination is operationally effective

Response:

We have adopted a Mechanism for grievance redressal to examination is operationally effective and efficient. There is complete transparency in the internal assessment.

1. At the beginning of the academic year, faculty members inform the students about the various components in the assessment process during the year.
2. The internal assessment test schedules are prepared and communicated to the students well in advance.
3. To ensure proper conduct of formative tests, two invigilators are assigned to each hall. Evaluation is done by the course handling faculty members.
4. The corrected answer scripts at random are verified by HOD to ensure the standard evaluation process.
5. The mistakes are communicated to the students and any grievance is redressed immediately.

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document
Any other relevant information	View Document
Link for additional information	View Document

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

Response:

Response: The institution address to an academic calendar for the conduct of internal evaluation. It is prepared by an academic Staff for better engagement of students, staffs as well as faculty members. We follow the academic calendar throughout the session. All activities inside the campus and outside the campus is addressed by every stake holders of the institutions. It is managed by faculty member who is responsible for the management of all academic activities during the course. College routine is follow as required by the academic calendar for the needs of completion of the course as well. We engage all students as per the schedule given by an academic calendar which prepare as per guideline of M.D.S.U. We always discuss to handle and manage all activities of the college. We always discuss with principal and the management for conducting activities regarding in reach and out reach activities of the students. We have organized several academic activities throughout the year as pre academic calendar. An academic calendar develops the environment of teaching learning and Discipline. It bonds all stake holders with a visionary programme throughout the year for all round development of the student teacher.

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

2.7 Student Performance and Learning Outcomes

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

Response:

Alignment with PLO's The teaching learning process of the institution is aligned with the following extent of PLO's.

- 1.Content Competency. The learner became competent in the specific content due to their involvement in teaching practices and skillful activities.
- 2.Pedagogical Skill the learner acquires and have access on pedagogical knowledge and skill. Through rigorous teaching allied activities and teaching practices.
- 3.Professional ethics Teaching and learning imparts high level of professional ethics in the students.
- 4.Effective Communication It is essential for every student teacher to communicate effectively is any situation as an outcome of Programme. Effective Communication is means of success in every walk of life.
- 5.Environmental Awareness It is also programme learning outcome that each and every student teacher have more award than ever to the environment. They show their respect and foundation to green environment.

(vi) Managing classroom situation After completing the B.Ed. programme the student teacher is able to

handle and manage the classroom situation. She is very capable to manage the inside situation of classroom. He also be more aware about outside classroom activities. Alignment with CLO'S is an undivided part of the course. B.Ed., B.A. B.Ed. course is compact with curriculum, knowledge, Learning, ethics and skills as well as teaching learning behaviour. This course learning outcome is the complete textual knowledge. Now a day information communication technology (ICT) is widely used in day to day life. Every day uses of digital technology includes devices such as computer, tablet or mobile phone send email, browse the internet, make video call- These are all examples of using basic ICT Skill and Technology to Communicate. ICT is a genuine CLO'S in technical understanding and communication.

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

2.7.2 Average pass percentage of students during the last five years

Response: 265.72

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

2021-22	2020-21	2019-20	2018-19	2017-18
792	525	652	545	401

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
Link for 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:

Below are the Program level outcomes defined and designed Program Learning Outcomes (PLO) PLO 1: Understand basic concepts and ideas of educational theory. PLO2: Build understanding and perspective on the nature of the learner, diversity and learning. PLO3: Comprehend the role of the systems of governance and structural – functional provisions that support school education. PLO4: Develop understanding about teaching, pedagogy, school management and community involvement. PLO5: Build skills and abilities of communication, reflection, art, aesthetics, theatre, self-expression and ICT.

Similarly, each course has a learning objective as well which is defined by the university and the course instructors ensure that the learning objective of the courses are met. The CLO & PLO Can be attended through various process as internal assessment term and exam, viva voice presentation, Co-Curricular activities & Placement Cell.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.4 Performance of outgoing students in internal assessment

Response: 79.8

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

Response: 237

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

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

Response:

At the beginning of the program student's are made of the program outcomes during the orientation classes. when the regular classes begin the respective teachers of the each subject makes the student aware of the course outcomes of their subject. The program outcome have been prepared and tag on notice board. The student are made aware of these during the program. Evaluation of the outcome is carried out using the various methodology. The student are assess through out the year using various internal assessment and finally by valuating the university regulate of these students.

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

2.8 Student Satisfaction Survey

2.8.1 Online student satisfaction survey regarding teaching learning process

Response:

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..

2021-22	2020-21	2019-20	2018-19	2017-18
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
Link for additional 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)

2021-22	2020-21	2019-20	2018-19	2017-18
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
Any additional information	View Document
Link for additional information	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: C. Any 2 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
Any additional information	View Document
Link for additional information	View Document

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

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

Response: D. Any 1 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Copyrights or patents filed	View Document
Any additional information	View Document
Link for additional information	View Document

3.2 Research Publications

<p>3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</p> <p>Response: 0.15</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> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>5</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table>					2021-22	2020-21	2019-20	2018-19	2017-18	1	5	1	0	0
2021-22	2020-21	2019-20	2018-19	2017-18										
1	5	1	0	0										
File Description	Document													
First page of the article/journals with seal and signature of the Principal	View Document													
E-copies of outer jacket/content page of the journals in which articles are published	View Document													
Data as per Data Template	View Document													
Any additional information	View Document													
Link for additional information	View Document													
<p>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</p> <p>Response: 0.35</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

2021-22	2020-21	2019-20	2018-19	2017-18
1	8	3	4	1

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
Any additional information	View Document
Link for additional information	View Document

3.3 Outreach Activities

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

Response: 3

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	3	3	3	3

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

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

Response: 34.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
250	0	294	297	255

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: 25.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
354	30	72	297	57

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

Benefits of local community:- Every year, NDVWTTC celebrates vraksha ropan karyakaram. A campaign for Tree plantation is carried out in nearby area and awareness for care of the new planted trees is generated. The BLOOD DONATION CAMP Organised every year on Purna Divas in the memory of Smt. Sushila Devi Mathur By visiting the nearby villages to study the children with special needs and meeting with Students, teacher. The PTs learn a lot and understand them. Our PTs confronted the problems of these children, took notice of their special needs, helped them in convening their activities and boosted their morale by appreciating their achievements. PTs also performed cultural programs there. This fulfilled our objective to reach community and share its responsibility as well. Awareness through Street Plays- the PTs performed street plays on various social aspects like Nasha Mukti, Literarcy, HIV & AIDS awareness, gender discrimination, equal opportunities for education, RTE etc.

NDVWTTC organized outreach programs (on World Earth Day & World AIDS Day, National Science Day, Ozone Day). Organization of community outreach activity, participation in the seminar – cum – workshop on micro –teaching skills, pedagogical analysis, lesson planning etc. envisioned in the B. Ed. curriculum create learning environments that foster positive social interaction, active engagement in learning and self - motivation.

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

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document
Link for additional information	View Document

3.4 Collaboration and Linkages

<p>3.4.1 Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years</p> <p>Response: 0</p>				
<p>3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years</p>				
2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

<p>3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years</p> <p>Response: 0</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</p>				

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

Response: D. Any 1 or 2 of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link for additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institute has necessary physical infrastructure facility as per nct norms to run the B.Ed and B.A. B.Ed program it has been land coverage area square metre and has 24200 square metre built up area for campus the following facilities are available in the infrastructure allocation of the institution area.

The Facilities are

Wi-Fi Campus

Staff Room

Common Room

Class Rooms

Bus Facility

Library

psychology resource Centre

science resource Centre

ICT resource centre

Social science curriculum lab

Science curriculum lab

Language lab

Art and craft room

Outdoor -indoor games

Carrrom

Chess

Table Tennis

Badminton

Kho-Kho

Disc throw

Relay Race

Playground

Hostel

Canteen

Hozrell

Smoke detector

Fire safety

Safety and security

Parking facilities

Wash Room (Toilet)

Inverter

Generator

List of musical instrument facilities

Harmonium

Tabla

Dholak

Jhala

mazire

drum

Dafli

Ghunghru

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	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: 5.88

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

Response: 1

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

Response: 17

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
1986205	1725297	2045653	1279098	1198364

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
Any additional information	View Document
Link for additional information	View Document

4.2 Library as a Learning Resource

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

Response:

library as learning resource

The institute has a collective and rich library the library of the institute has a good number of reference books research journal periodicals and important educational documents with this our Institute focus on the areas teacher education Secondary Education curriculum development science education social science education etc are Priorities by the institution. The inexhaustible resource of text and reference books journal Encyclopedia newspapers and magazines. The material available in the college library student find out relevant contents of their own uses.

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

A library is the most essential and vital part of any academic Institute to keep this in mind the college has a big library with computer and internet service. NDVWTT college is provided with a library and a reading room it contains books and titles there are text and reference books National journals periodicals encyclopedia all India education survey magazine especially India today the books are available for people teachers and faculty for reading and referring . Student and teacher can set and read the books and journals in a peaceful environment the books are kept with security and the library staff take care of them beside these facilities the library offered several add on service such as two cards issued each and every students and they can kept the book for 15 days. We have a library committee to systematically review the various library resources for adequate SS relevance etc and to make acquisition decision. The committee plan to purchase a new books and periodicals and Library Reform library committee also solve the problems of people teacher students related to library.

File Description	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	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: E. None of the above

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

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

Response: 415816.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
336795	243123	162423	563307	773434

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
Any additional information	View Document
Link for additional information	View Document

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

Response: 0.23

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: 30

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: 27

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: 30

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: 52

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: 50

File Description	Document
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	View Document

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

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

Response: A. All of the above

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

4.3 ICT Infrastructure

4.3.1 Institution updates its ICT facilities including Wi-Fi

Response:

Our institution has a computer laboratory in order to materialize ICT as learning resources. The availability of hardware, software, internet connectivity, audio visual- CDs, Transparencies, LCD Projector etc., other media and materials with ample access for our faculty for fulfillment of their teaching needs, needs for their seminar / workshop purposes with researches ensures the optimum use of the ICT facilities by the faculty of our institution. NDVWTTTC has Computer/ET resource center having computers. It has internet facility for the faculty and PTs which is used under the supervision of Faculty in charge. The internet access is given free of cost to all the PTs during the working hours/days. NDWVTTC has ET resource

center which is equipped with audio-visual facilities like cassette player, TV, OHP, Slide Projector, Computers, CDs etc. as teaching-learning aids. The student prepared five lesson in pedagogy subject on ICT Based. NDWVTTC provides ample opportunities for PTs to acquire skills for using ICT in curriculum transactional process. Preparing computer assisted instruction or project based learning on power point. NDVWTTTC is always eager and keen to implement new technologies/ ICT in the process of curricular transaction. Thus, facilities are available for preparing ICT enabled lectures, many related to teaching-learning and internet access for use by the faculty and the PTs. Almost every B.Ed. PT prepares lesson plans/project based lessons during teaching practice in the schools as well as in the simulated teaching. Likewise, the faculty members transact curriculum by using different IT based equipments and accessories.

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

4.3.2 Student – Computer ratio for last completed academic year

Response: 23:1

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
Any additional information	View Document
Link for additional information	View Document

4.3.3 Internet bandwidth available in the institution

Response: 250

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

Response: 250

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
Any other relevant Information	View Document
Link for additional information	View Document

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

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

Response: D. Any 1 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document
Link for additional information	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: 17.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
447380	251930	394812	177220	144600

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

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

Response:

The college has the well equipped with indoor gaming facilities like Table – Tennis. Badminton, Chess, Carrom, Ludo and playing Cards etc. the badminton is being played in the college courtyard and the dimension of the yard is about 1500 Sq.Ft. In addition open stage has been constrained for celebrating the prize distribution ceremony of different events. The institution has adequate physical facilities which are augmented from time to time for conducting curricular, cocurricular and extracurricular activities efficiently. Student activities – Cultural, sports, indoor and outdoor games. Cultural activities, communication skill development, yoga health and hygiene etc. Cultural – The hall is available for extracurricular activities of the institution like cultural function, fresher party and orientation program. A stage on the ground is also used for cultural activities and function like celebration of Independence Day, Republic Day etc. Sports – The ground of the institution of physical education is used for Annual Sports. Games (Indoor) – Games room is equipped with carom board. Table Tennis board and Chess board. Psychology lab is dedicated space for career counselling & placement unit.

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

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

Response: C. Any 2 or 3 of the above

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

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

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

Response: E. Any 1 or none of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document
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: D. Any 1 of the above

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

5.2 Student Progression

5.2.1 Percentage of placement of students as teachers/teacher educators				
Response: 1.82				
5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
0	10	5	3	2
File Description	Document			
Upload any additional information	View Document			
Data as per Data Template	View Document			
Appointment letters of 10% graduates for each year	View Document			
Annual reports of Placement Cell for five years	View Document			
Paste link for additional information	View Document			

5.2.2 Percentage of student progression to higher education during the last completed academic year				
Response: 10.1				
5.2.2.1 Number of outgoing students progressing from Bachelor to PG.				
Response: 30				
5.2.2.2 Number of outgoing students progressing from PG to M.Phil.				

5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.	
File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document
Paste link for additional information	View Document

5.2.3 Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)				
Response: 0.64				
5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years				
2021-22	2020-21	2019-20	2018-19	2017-18
0	4	3	0	0

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document
Paste link for additional information	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:
In Narayani Devi Varma Teacher Training College, the student council is formed every year. For the formation of the student council, a three-member selection committee is formed by the principal. The task of this selection committee is to constitute the student council on the basis of the prescribed criteria Norms

prescribed for formation Academic Achievement Punctuality Discipline Leadership Ability and Efficient Speaker In this college, B.Ed and B.A. B.Ed run jointly, so the President and Vice-President selected out of B.Ed and the Secretary is selected in the third year B.A. B.Ed. Apart from this, out of 800 students, cultural, literary, sports and finance secretaries deputy secretaries and co-secretaries are made into four houses - Jagrati, Shakti, Pragati and Samradhi House. In this way, after the formation of the student council, duly conducts the activities that take place throughout the year.

File Description	Document
Upload any additional information	View 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
Paste link for additional information	View Document

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

Response: 6.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	5	4	6	5

File Description	Document
Upload any additional information	View Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document
Paste link for additional information	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:

Contribution of alumni to the growth & development of college.

1. The alumni is contributions in the growth and development process are given below.
2. The alumni helps in establishing networking with all students.
3. It furnishes information about job opportunity in school.
4. It has been many healthy suggestions for the augmentation of the college.
5. Helps in publicity.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document
Certificate of registration of Alumni Association, if registered	View Document
Paste link for additional information	View Document

5.4.2 Alumni has an active role in the regular institutional functioning such as 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support

Response: C. Any 2 or 3 of the above

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

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document
Paste link for additional information	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 an alumni association. The association has been helping the college in its growth and development process efficiently by providing positive feedback.

1. The principal of the college is the president of the alumni association, other member include faculty and students.
2. Contribution of alumni to the growth and development of the college.

3. The top than alumni occupying prominent position.
4. The alumni is contribution in the growth & development process are given below. The alumni helps in establishing networking with all students.
5. It helps the college in updating about the placement of pass out students.
6. It furnishes information about job opportunities in school.
7. It feedback has helped the improving the existing curriculum, organizing new activities etc.
8. It has given many healthy suggestions for the augmentation of the college.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document
Paste link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

Response: The governance of institute is aligned with its vision of carving physically fit, mentally robust and professionally competent individuals and its mission to impart holistic and industry oriented management Training. The institute follows the hierarchy of leadership to ensure effective organizational working and incremental improvement. Keeping in view the vision and mission of the Institute, top layer of hierarchy identify needs to be addressed in the areas of: Enhancing quality of management education Introducing contemporary courses Promoting inter institutional and international collaborations Promoting physical fitness among students

For the purpose of bridging the gap identified, leaders

- 1.Sets objectives relevant to deliver quality education and other infrastructure for making competent managers.
 - 2.Hiring quality professionals to achieve the objective of skilling students with contemporary education.
 - 3.Provide strong Infrastructural support for the achievement of the objectives. **All objectives are achieved through effective Stake holders' involvement which is gained through**
-
1. Collecting, analyzing, and acting upon the feedback and consultation from the stakeholders
 2. Connecting with Parents on phone or otherwise to communicate progress of their ward as well as to get their opinions about the program delivery
 3. Making student friendly policies, so as to make them comfortable in giving suggestions and involving them in various institute level committees.
 4. Conducting regular Alumni Meets and invite suggestions and contribution of any sort from alumni for betterment of the Institute.
 5. Following Governing body's norms compliance and regulations
 6. Interacting with the local community to identify and serve their requirements

NDVWTTC has a well-defined where the institute follows the hierarchy of leadership to ensure effective organizational working and incremental improvement. Presence of Alumni/ present students/faculty/director/ professionals in various committees reflects participative management approach of the institute.

File Description	Document
Vision and Mission statements of the institution	View Document
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View Document
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 effective leadership is visible in various institutional practice such as decentralization and participative management. Decentralization is having a significant impact on policy, planning and management. It is a means of improving the efficiency of the education system and the equality of educational service. The college is dedicated to the principal of decentralization and works on the basis of a committees system. In conformity with the guidelines of M.D.S. University, various committees are formed by the principal with their authority and mutual responsibility, relationship etc. clearly outlined. These components of the college administration are believed to be the key to its effective and smooth running and they meet regularly to streamline college administration.

The Ways in which all teachers participate in the Management Process:

- The Principal oversees the Teaching Plans of his/her departmental members.
- Teachers have right to make adjustments in the routine.
- They often take the lead in planning seminars, workshops, career counselling sessions, remedial measures, interdepartmental or/and inter-college exercises, departmental excursions and study tours.
- They have liberty to introduce creative and innovative measures for the benefit of their students.
- They can decide on the nature, pattern and duration of special and remedial classes for the students of their department.
- The above enumeration of features comprising participatory management points fairly conclusively to the ethics of decentralization which is integral to the institution and informs its functioning at every level.

At present the prominent committees & cells of the college are as below:

1. Prayer & Attendance
2. Discipline

3. Admission
4. Internal Assessment
5. Sessional Work
6. Daily Time Table
7. Internship Pre-Internship
8. Library Advisory Committee
9. Refreshment Arrangement
10. Open Air Session
11. Library Committee
12. Games Committee
13. Science & Home Science Committee
14. Cleanliness & Water Supply
15. Guidance & Counselling
16. Grievance & Media Coverage
17. Social Media Coverage
18. Community Work

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

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

Response:

Response:

Financial Affairs:

Smt. Narayani Devi Verma Women Teachers Training College is a self-finance institution. Salaries and other expenditures are directly controlled by the management. students fee directly come to the institution as per the processes of P.T.E.T. state Govt. Rule. Payments are mode through direct account. Scholarships and other benefits available to the students are directly credited into their bank accounts.

Academic Affairs: The college offers 2 Year B.Ed & 4 Year B.A. B.Ed. Integrated course. Admission is taken on the basis of entrance examination conducted by the state government. Admission is done as per the guidelines issued by the government from time to time.

Administrative Affairs: Every employee from top to bottom is part of the college administration. Teaching as well as non-teaching is given additional tasks in addition to their normal duties at the beginning of the session. Deep interest is taken by the employees to complete the assigned tasks. Various committees are formed at the beginning of the session every year to look into the various activities of the college.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic plan is effectively deployed

Response:

Organizational structure of the Narayani Devi Verma Teachers Training College is framed in which, the principal is the academic and administrative head of the institution. She as assist by senior most teachers like H.O.D. & other senior faculty. The all follow rules and regulations as prescribed by UGC/ NCTE/ State government for the constituent college. Faculty are directly responsible for the academic and curricular development of the students. Staff members have been designated as criteria in change, or member of various committees. Students are involved as active member of the committee for the complete functioning of college activities more than 15 committees are identified. Every committee consist of committee coordinator and staff member. They together plan for the activities. The function of every committee in the institution is well defend. All committee head report to principal and principal monitors the effective functional of these bodies. **functioning various activites of college like:**

1. NAAC Steering Committee
2. Library Committee

3. Student Placement Committee
4. Cultural Activity Committee
5. Sports Committee
6. Student Counselling Cell Committee

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

Response:

NDVWTTC follows a flat organisational structure, which ensure quick and effective decision making and timely execution. The organisational structure of the institute is as follows:

The top most layer of the organisational structure consists of governing council. The council is responsible for apex level decision making. The governing council members of the institute meet once in a year to discuss and deliberate upon the institutional requirements and unanimously take crucial decisions for the betterment of the organisation. President & Secretary is the highest authority in the institute who plays a crucial role of implementation of decisions and suggestions given by the governing council from time to time.

The Management Committee is responsible for running day to day administration and ensures smooth academic performance. The Secretary gets assisted by the department heads, who shares the responsibility of Secretary.

Policies- the college has adopted policies as per the saturated body.NCTE norms as applicable and affiliating University MDS University Ajmer and State Government of Rajasthan as well.

Administration- the college governing body has setup and effective administration under the supervision of principal the principle has created many different committee under leadership of himself for different day to day functions of the college.

Appointment- the college has adopted transparent appointment policy as per the NCTE norms and affiliating MDS University government of Rajasthan. All post of appointment of teachers non teaching staff are advertised in leading newspaper and after scrutiny of that application interview is conducted .

Service Rule - service rules has been adopted as per the norms of MDS University Ajmer and State Government of Rajasthan as well. Which are introduce time to time.

Governing Council: The council's purview of working is academic as well as administrative. Some of the areas of decision are:

- 1.Important financial decisions
- 2.Infrastructure related decisions
- 3.Approval of curriculum
- 4.Change in policy matters
- 5.Issues relating to NCTE and Government Strategic planning

Academic Council: Academic council consists of senior faculty members and Principal. The council ensures academic readiness of the institute to meet corporate requirements. The body reviews the syllabus from time to time and evaluate the academic performance and progress of the Institute.

Grievance Redressal Committee: The institute has a grievance Redressal committee which consists of senior faculties students etc to help and address the issues faced by the members of the institution in a systematic manner as per the policy guidelines. Broadly it addresses

- 1.Student Grievance
- 2.Women Grievance
- 3.Employee Grievance

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

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

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

Response: C. Any 3 or 4 of the above

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

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

Response:

The effectiveness of various committees is evident through the institution for implementation for their mechanism. Faculty are directly responsible for the academic and curricular development of the students. Staff members have been designated as criteria in change, or member of various committees. Students are involved as active member of the committee for the complete functioning of college activities more than 15 committees are identified. Every committee consist of committee coordinator and staff member. They

together plan for the activities. The function of every committee in the institution is well defend. All committee head report to principal and principal monitors the effective functional of these bodies. Apart various committees are framed for functioning various activities of college.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	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:

Response: Smt. Narayani Devi Verma Women Teachers Training College Management is cater their staff as family members and fully supportive in every way to improve their professional development of its teaching and non-teaching staff. In the present scenario. It is said, when employees are satisfied then the institution moves smoothly. Several programs and strategies are adopted by the institution to satisfy the needs of the faculty.

The College ensures the professional development of the staff by: 1. Encouraging faculty members for participating in seminar, workshops orientation and refresher courses.

2. Encouraging the faculty to publish research papers in national journals.
3. Encouraging the faculty to take up membership of various state and local level research.
4. The administrative/non-teaching staff also needs training in advanced skills related to their work.
5. ESI (Employment State insurance Contribution) for teaching & Non-teaching Staff.
6. It also provides increments every year.
7. The institute encourages the faculties to pursue higher education including doctorate degrees & Competitive Exam.

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
Any additional information	View Document
Link for additional information	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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
Certificate of membership	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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
Any additional information	View Document
Link for additional information	View Document

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

Response: 0.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	2	0	0	0

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Response: Smt. Narayani Devi Verma Women Teachers Training College has mechanisms in place for performance assessment and using the evaluations to improve teaching, research and service of the faculty and other staff. The college analyses and appropriately uses the assessment and evaluation and the annual appraisal outcome of both teaching and non-teaching staff.

The college has suggestion box for volunteering suggestions on the performance of the faculty from any stakeholder. Students’ feedback is a regular practice and they are free to communicate to the principal and the management. Students are given opportunity to express their views about different academic and cocurricular programmes organized by the college, during the academic session Comprehensive evaluation by students and peers are also incorporated in the assessment. The college procures written feedback from the students at the end of the academic year. The feedback form has columns dealing with the performance of the faculty and other staff. The faculty is required to submit self-appraisal report as well.

The relevant committees, Teacher-in-charges, event managers and the principal present their over all assessment. All the suggestions and feedback are analyzed and a report is prepared and placed before the Management, who decides on the action to be taken by the executives. The analysis report is implemented for the betterment of the faculty and other staff, and with that the total working of the college. Concerned decision-making bodies and committees and functionaries workout the mode of operation and provide necessary resources and issue directives for its implementation. If need be services of some expert are also requisitioned for seeking necessary guidance.

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal or/and external financial audit regularly

Response:

Response: Smt. Narayani Devi Verma Women Teachers Training College has set up a system for directing internal and external audits for ensuring proper accounting for receipts and payments by the

management. All vouchers are examined by an internal financial committee. The expenses incurred under various heads are completely checked by confirming the bills and vouchers. All the voucher are kept In record for verification. Other necessary financial documents are also maintained for audit purpose. A similar cycle is being followed throughout the previous five years. The mechanisms to monitor the effective and efficient use of financial resources are as follows: The college budget includes recurring expenses such as salaries, electricity, internet charges, maintenance costs, stationery, other consumable fees and non-recurring expenses such as lab purchases, furniture and other development expenses. The expenditure will be monitored by the accounting department as per the allocated budget.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document
List of audit objections and their compliance with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	View Document
Data as per Data Template	View Document
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

In Smt. Narayani Devi Verma Teacher's Training College, the budget is prepared. While preparing the budget provision for the institution, the purchase of books, salaries, expenses in the general maintenance, and bills for electricity, water supply, telephone etc. are also taken into account. Similarly, provisions for the departments, immediate priorities, the basic requirements of various committees are also considered as per the availability of fund. After meeting these expenses the development of different department is taken into consideration. The institution management has fixed several priorities, which have to be attended step-by-step, for the steady growth of the institution as a whole. These priorities are likely to be achieved year-wise in the next five years or so. student's fee, are the major sources of revenue generation to meet these priorities. Besides the college management also ensures that the available budget should be utilized effectively. The proposal made by the college management is put up before the Governing body proposed activities.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document
Any additional information	View Document
Link for additional information	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:

Mahila Ashram Sanstha is the parent body, which runs the NDVWTTCollege, The first and foremost objective of the parent body is women empowerment, where the students are groomed perfectly to become a sensible citizen. In an attempt to meet this objective the institutions has established the Internal Quality Assurance Cell. This IQAC has played a significant role in shaping up this college in terms of academic activities, extra-curricular and cocurricular activities. Besides, the IQAC has also designed implemented various policies for the college which later on helped this institution to grow up successfully in all dimensions. Following the suggestion of the IQAC, various initiatives have been taken and the processes of monitoring and controlling these activities. Preparation of the academic calendar and the regular execution of the academic activities have been the major contribution of the IQAC. Furthermore, consistent up-gradation of the available teaching resources, the library resources and the student performance has also become possible, thanks to regular IQAC monitoring. The institution has an (IQAC) Internal quality

assurance cell which is set up to improve the over-all quality of academic and administrative functioning of the institute in accordance with the vision and mission of the institute.

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

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

Response:

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms The IQAC continuously reviews and takes steps to improve the quality of the teaching learning process. The Academic Calendar is prepared in advance, displayed and circulated in the Institute and strictly followed.

All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the philosophy, the uniqueness of the Education system, the teaching learning process, the system of continuous evaluation, compulsory core courses, various co-curricular activities, discipline and culture of the Institute. Students are apprised of the Time-Table, Programme structure, syllabus of the courses. Important announcements are made in the morning assembly and attendance and conduct of classes are monitored by the Principal and Teachers. Discipline Committee members make random visits to ensure smooth functioning of classes. Class Committees are regularly conducted with students to take feedback and appropriate steps are taken to enhance the teaching-learning process. Feedback from students is also taken individually by Principal, HOD and faculty members.

The teaching-learning processes are reviewed, and improvements implemented, based on the IQAC recommendations.

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

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

Response: 4

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	4	4

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
Any additional information	View Document
Link for additional information	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: C. Any 2 of the above

File Description	Document
Supporting document of participation in NIRF	View 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 the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) 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:

The institution provides following facilities for the welfare of the teaching and non-teaching staff. The institution has provided insurance with ESIC With this welfare initiative the staff members and their families are given medical facility free of cost. To avail the facility a certain amount from the salary is deducted every month. The college management committee gives increment to the teachers, on their successful completion of Ph.D. All the teachers are reimbursement in the fee for any seminar and symposium they attended for their academic advancement. NDVWTT College is committed to help its staff in whatever way possible. The management conducts informal meetings for maintaining cordial relationship and rapport with all the employees in every session. In this process the new staff members also get acquainted with the tradition of Mahila Ashram family. The chairman & Secretary of the Mahila Ashram and other office-bearers always attends the major events in the college to motivate the students and staff of the institution. The teachers, who upgrade their academic qualification during the academic year, are felicitated by management on Teacher's day every year. The following welfare schemes and initiatives are available for teaching and non-teaching staff of the college Employees.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Any additional information	View Document
Link for additional information	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:

Due to Extreme use of energy Institute steps to be taken in the direction are:-

- * To minimize the wastage of energy
- * To explore the alternate source of energy
- * To use energy as per the needs

Our college has adopted energy Conservation Policy with focus on above objectives .Towards these aims the college is using LED bulbs, generator, solar light as alternate source of energy and sensitizing the students, teachers, and supporting staff for saving the energy resources by avoiding its wastage.

Awareness campaigns to conserve the energy and avoid wastage is organized in the college campus from time to time.

File Description	Document
Institution energy policy document	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Waste management policy adopted by the college

The college believes to take measures of clean, green and safe campus. Towards this end the college has developed a clean cut policy of waste management and its disposal the college also believes in sensitizing and involving the student teacher and staff in the process of waste management and its disposal.

Objective:-

1. To ensure clean green and save campus.
2. To make aware the stakeholder regarding the gains of clean green and safe campus.

3. To organize the Awareness campagin to know the environment and how to protect it for sustaining the life on earth.

4. The waste beans are kept at different location of the college in which the solid waste is collected and disposed often the waste collected vehicle of UIT Nagar Parishad which comes and collect the waste after everyday.

5.Liquid waste management of the college is discharged in the sewerage line of the UIT Nagar Parishad.

Step taken by college:-

1. The wall campus is cleaned daily

2. The college is also involving students teachers and staff in maintaining the campus clean green and save.

3. The waste generated by daily cleaning our dumped in a cover pit.

4. Electronic waste material are collected separately and disposed of safely.

5. Dustbin have been installed in different point of college separately for solid waste and liquid waste.

The principal co-ordinator HOD and staff secretary are aware towards the clean green and safe campus.

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

7.1.3 Institution waste management practices include

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

Response: E. None 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
Link for additional information	View Document

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

Response: E. None of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Any additional link	View Document

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

Response:

NDVWTT College visions a Clean and Green Campus where environmental friendly practices and education combine to promote sustainable and eco-friendly practices in the campus and beyond the campus. The green campus concept offers the institution an opportunity to take the lead in redefining its environmental culture through instilling environmental ethics among students and staff. The Institute also promotes Clean and Green campus through adopting, practicing and promoting environmental friendly practices among students and staff to generate Eco-consciousness among them and in the world around them.

- The college is socially and morally committed to maintain clean, green and safe campus and good ambience.
- The campus is daily cleaned by hiring the services of the person concerned. For better sanitation organic material are used for sanitation by spraying.

- Green Cover: The college campus has a number of tree, plant, flower beds and grass lane that give a good green cover to the college campus.
- The green cover is further widened regular practice of plantation, protection of existing green covers and their grooming in proper forms.
- Healthy environment : The college also take care of creating environment for maximum output of efforts.
- TRAINING COLLEGE of our students, teachers, staffs, and management.
- Cover dustbin have been installed at different places in the college campus to be used for collection of waste material.
- Pollution free environment For pollution free environment students are sensitized to adopt the practice which enable to maintain pollution at minimum level.
- The practice has been done in regular basis.
- The objective is to reduce the pollution level to achieve the goal of minimum pollution in the campus.

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: D. Any 1 or 2 of the above

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

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

Response: 0.95

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	650	3060	31670	42677

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

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

Response:

1.Name of the Programme: **Swachchata Bharat Abhiyan**

Category of the programme: Awareness of Cleanliness

Swachchata Bharat Abhiyan is a project by the college in association with Teaching, Non-Teaching Staff, and Teacher Students. Formally launched the programme from 2nd October 2021. The project is an initiative to introduce to the students' different labours. It is an opportunity for the students to experience and understand various ordinary cleanliness in society. Students are spearheading the project with support from staff, management and people of goodwill.

2. Name of the Programme: **SONA MANDH BUDHI** (DEAF and DUMB School)visit

The programme was organized every year. A group of students visit the School every year. The group is further divided into smaller groups. The students involve and interact with the student also organized programmes for cheer up. chatting with them, listening to them and entertaining them. The SONA MANDH BUDHI visit provides our students a fresh perspective of life and makes them.

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

7.1.9 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: E. None of the above

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

7.2 Best Practices

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

Response:

Best Practices :- 1 Blood Donation

1. Smt. Narayani Devi Verma Teachers Training College is organizing blood donation camp since last 10 years.

This blood donation program is organized on the inspiration day celebrated in the memory of the former president of the institution, Mrs. Sushila Devi Mathur. The campus is organized in Association with the help of District Hospital. Blood donation camp have become a Regular Feature of the college and every year at least one camp are organized in the college the student generally feel enthusiastic to donate blood voluntary. Beside this teacher also donate blood during these campus this practice is being continuously observed every year without fail.

Best Practice-2 : Sona mandh buddhi :- A school of deaf and dumb

Visit A sona mandh buddhi(A school of deaf and dumb)

Sona mandhh buddhi school is one of the premier and famous special school mainly for deaf and dumb in Bhilwara district.

Our college has taken an initiative to give an opportunity to our student to be sensitized and to be aware about special students life our college has visit Sona mandh buddhi with our student teacher along with principal and staff.

I student divided into small groups.

The college promote and spread awareness campaigning before society regarding disabilities and need of special care for special students. It is also taken as task to educate the society for Bias free discrimination free motives and physically challenge student as well as person.

Good Impact

The visit creates good impact on every student as well as teachers they become more sensitized than before regarding the problems and challenges of disable person they also be aware and got influence how to handle the problem in very effective manner they we come more aware then before how to help and cooperate such kind of students.

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

7.3 Institutional Distinctiveness

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

Response:

One successful accreditation by NAAC.

Marvellous ambiance coupled with vibrant learning atmosphere and disciplined work culture ensure.

all around development of the students. Excellent infrastructure for academics, sports, co-curricular development and research.

A rich library. Wholehearted use of ICT by teachers has facilitated a mode approach since the Covid 19 pandemic.

Students participation in planning, collaborating, executing and managing activates in all spheres, generates a learner – centered environment, positive attitude, leadership qualities, sportsmanship and self-awareness leading to personality development.

Plan of action for next academic year –

1. Technological up gradation of new computer laboratory by networking.
2. Beautifying Campus by plantation.
3. Organizing webinars, conference, extension activities.
4. To increase activities of cells, increase placement.
5. To apply for new courses.

File Description	Document
Photo and /or video of institutional performance related to the one area of its distinctiveness	View Document
Any additional information	View Document
Link for additional information	View Document

5. CONCLUSION

Additional Information :

Smt. Narayani Devi Verma Women Teacher Training College established in 1984 in Bhilwara City. It is one of the best Teachers Training College in the state of Rajasthan. The nearest Railway Station just only 3 k.m. away from our institution. The website of the institution is www.ndvttcollege.org

In our state, the B.Ed. students generally get jobs in government/ private public schools. The selections to government schools are made by the government. The Placement Cell (PC) of NDVWTTTC is actively involved in searching out the vacancies in different public & private schools. The subject wise vacancies are sorted out in various newspapers, classifieds etc. The record of selected candidates maintained by the placement cell. and reject candidate are later sent to other places unless they finally get absorbed elsewhere. We have our own school those who are needed and fulfill qualification placement cell telephonically inform and they got job. NDVWTTTC motivates the PTs for higher education and competition by organizing some special programs and appear in NET/SLET/CTET Examination.

Concluding Remarks :

Inspite of few challenges and weakness still college lays stress on overall development and provide quality education. Staff members continue works hard and try to continue and whatever the barriers and hurdles comes on the way are being gradually solved out. College appointed best teachers. In a fast changing environment the college is well poised to take on future challenges of higher education. The college strives to maintain and sustain standard of teaching-learning and innovation which continue to guide curricular and co-curricular thrust of college. The college continuously upgrade its facilities and infrastructure to respond to the changing pedagogic. The college faculty and students have responsibly engaged with people and community .

Every year NDVWTTTC takes the feedback. The obtained feedback is analyzed. The suggestions are put forward and discussed with the principal and Conclusions are drawn.