



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

AISHWARYA COLLEGE OF EDUCATION

**A-9, 1ST EXTENSION, KAMLA NEHRU NAGAR, JODHPUR
342008**

www.aishwaryacollegeofeducation.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Aishwarya College is located 04 kms away from the Railway Station and affiliated to JNVU Jodhpur. The institute offers 05 UG and 2 PG programme and 1 Diploma Programmes. A barrier free passage for physically challenged persons is provided with the help of lifts and alternative arrangements. As an Institute committed to quality education, aims at providing learning with a technology-edge. It endeavours to provide consistent training to its students to help them evolve as competent professionals in the highly competitive world. Right from its inception it has been tuning itself to meet this objective. Success now days, requires not only the ability to perform according to the requirements of the position, but also the ability to adjust and get along as a member of a working team. Two critical aspects of preparation for success in the workplace are Education and Training, so that you will have the required knowledge, skills and a high level of self-motivation including initiative and responsibility. In the light of the above, the institute is submitting its SSR to NAAC for accreditation

Vision

WE WANT THAT EDUCATION BY WHICH THE CHARACTER IS FORMED, STRENGTH OF MIND IS INCREASED, THE INTELLECT IS EXPANDED AND BY WHICH ONE CAN STAND ON ONE'S OWN FEET. WE ARE COMMITTED TO THE CREATION OF A BETTER TOMORROW, BUILT BY YOUNG AND ENTHUSIASTIC MEN AND WOMEN WITH A SHARED VISION. OUR VISION IN BRIEF CAN BE STATED AS:

"THINK GLOBALLY AND ACT LOCALLY"

Mission

TO PRODUCE TECHNICAL AND MANAGERIAL MANPOWER TO ACCOMMODATE THE CURRENT AND FUTURE DEMANDS OF INDUSTRY. TO PROMOTE INTERACTIVE LEARNING AND CREATIVITY IN SCIENCE AND TECHNOLOGY THROUGH IMAGINATIVE AND ENJOYABLE EXPERIENCE AND CONTRIBUTE TO THE NATION'S DEVELOPMENT OF ITS HUMAN RESOURCE.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- The Institution adheres to the core value of providing unbiased knowledge to all students.
- The institute has qualified faculty with strong academic backgrounds who encourage the students to excel.
- The institute employs a combination of traditional teaching methods and ICT-based education, including flipped-classroom methods.
- Institution provides quality infrastructure and facilities

- Institution is located at the heart of the city of Jodhpur. Easily reachable by public transport like train, bus and taxi.
- The institute discusses students' academic progress with their parents or guardians to enhance their performance.
- Encouraging sports and other university-level activities has significantly contributed largely to the all-round development of the students.

Institutional Weakness

- The lack of hostel facilities by the institute is seen to be one of the primary concerns of both the students as well as their guardians.
- Limited number of research publications in peer-reviewed journals and Limited research grants, consultancies.

Institutional Opportunity

- Organizing more seminars and expert talks so that the students get firsthand knowledge of how industrialists flourish.
- Increase in Industry Institute Interaction through MoU with reputed institutions and premier industries
- Have better connection with other institutions by organizing and attending more expert talks
- Conducting more on-campus Faculty Development Programs (FDP) which will help the teachers and technical assistants upgrade their skills from time to time.
- Create various educational, extracurricular, scientific, and sports-related clubs for students for better participation and hands-on experience with how things work.

Tie-ups with more industries to improve the placements for the students

Institutional Challenge

- Being a University affiliated College; there is limited flexibility in the academic schedule to attend Industrial training and undergo internships.
- As the University curriculum is revised keeping up with rapidly evolving technologies, training the faculty.
- Fewer library hours due to exposure and dependency on digital content during and post-pandemic.
- Dealing with the students having financial and emotional health issues post-pandemic.
- Establishing and maintaining strong ties with industries to ensure curriculum relevance and facilitate research partnerships.
- Ensuring graduates are well-prepared for the current job market and industry needs.
- Students are from diverse regional, cultural, and economic backgrounds hence, training for communication skills and other soft skills is a challenge.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our Institute is affiliated to the Jai Narain Vyas University Jodhpur and follows the prescribed curriculum. Our teaching staff participates in the curriculum design workshops conducted by the university. The academic calendar is prepared at the institution level as well as at the Department – level before the commencement of the semester and it is shared with all the students, and faculty.

The pedagogical approach of our Teaching –

Learning process involves amalgamation of traditional equipments along with the modern ICT tools. Our teaching techniques include lectures and practical sessions along with internal assessment tests, assignments, quizzes, and midterm examinations. Such blended learning models are encouraged to have outcome-based education and enable students to collaborate and network effectively among themselves and with the teachers. Our institution follows mentor – mentee system for all the students and mentee's overall development is competently monitored. There is an effective mechanism of identifying slow learners and advanced learners based on students' performance in the assessment tests. Remedial lectures are conducted for the slow learners and their progress is regularly monitored by the teachers.. Necessary actions are taken on those students who are having less than 75% attendance. Internal Assessment Test – I after 40% coverage and internal assessment test – II after 70 % coverage of syllabus are conducted. End semester examination is conducted by the University. Our Institution emphasizes on Value Added and Skill – based courses

Teaching-learning and Evaluation

The improvement in the calibre of applicants for admission is seen in the rise in admissions with every year that goes by. The Institute follows recommended norms when offering academic and other forms of support to accepted students from a variety of backgrounds. Within the framework of the institute's mentoring programme,

The process of teaching and learning is implemented through the execution of carefully structured curriculum. Various methods, such as module assessments, internal evaluations, and laboratory sessions, project exhibitions serve to gauge the comprehension levels of the students. Additionally, the faculty administers a feedback form to each student upon completion of the course. Measures including remedial sessions are taken to support students who may require additional assistance. Moreover, specific tutorials are arranged for students entering the program at a later stage to ensure their alignment with their peers. Furthermore, high-achieving students are motivated to engage in activities.

The institution adheres to a policy of appointing highly qualified and experienced faculty members in accordance with the standards, thus contributing to the enhancement of the Teaching-Learning process. The establishment ensures the maintenance of the necessary teacher-student ratio. Faculty members are assigned

courses based on their skills and areas of expertise. They develop detailed course plans, lesson plans, and educational materials as part of the academic timetable. The faculty utilizes innovative teaching and learning methods such as ICT tools and contemporary pedagogical approaches. The assessment and evaluation procedures comply meticulously with the University standards. Each program defines a set of PEOs, POs, and PSOs based on the principles of outcome-based education. Course goals and outcomes are established for each subject.

Research, Innovations and Extension

The Institution has demonstrated a commendable commitment to research and academic engagement which is evident by its fair amount of achievements in research, innovation and extensions. The Institute has secured grants exceeding 15 Lacs 94 Thousand / non-governmental agencies to support a range of research projects.

Our institution places a significant emphasis on the dissemination of knowledge. Faculty and students are actively encouraged to publish their research findings in academic journals and present their work at conferences, thereby contributing to the global pool of knowledge. Faculty members have significantly contributed to the academic discourse. In terms of academic enrichment, the institution has been proactive in organizing workshops, seminars, and conferences, emphasizing Research Methodology, Intellectual Property Rights (IPR), and

Entrepreneurship. The Institution actively encourages and supports faculty and students in the process of patenting their innovative ideas. This support extends from the initial concept development to the actual filing of patents, ensuring that intellectual property is protected. Furthermore, the institution has displayed a strong commitment to community service through the execution of extension and outreach programs, facilitated by organized forums such as the Social Club & National Service Scheme (NSS). In fostering collaborative relationships, the institution has established 62 functional Memoranda of Understanding (MoUs) & Collobrations/ Linkages

Infrastructure and Learning Resources

Effective teaching and learning are accomplished at ACE through both traditional classroom instruction and hands-on training in state-of-the-art laboratories. In accordance with UGC standards, the Institute's infrastructure is sufficient. By keeping an eye on the campus area and installing CCTV cameras at strategic points, ACE guarantees safety and security. Student support facilities, such as classrooms, laboratories, class rooms, Seminar Halls, Library, are among the well-furnished, spacious, and ventilated. Other facilities available for student support are the Administrative Office, counseling Center, storerooms, Office, Exam Cell, Training and Placement Cell and Canteen.

The ample facilities offered for sports, games (indoor and outdoor), and cultural events are demonstrated by the high level of student participation and their accomplishments in earning medals and honors in various categories. The institute encourages the students to participate in Intercollegiate, Intra-collegiate tournaments of University, State, and National level sports competitions every year.

The upgrading of IT facilities has always been a top priority for the institute. All criteria are satisfied and all regulatory requirements are followed by ACE IT infrastructure. All of the Institute's PCs have LAN connections so they may access the internet. To make internet access convenient for everyone, more WI-FI access points have been deployed in strategic locations.

Student Support and Progression

Student Support and Progression is an important aspect of an educational institution. The institutional commitment to provide comprehensive support to students is measured by this crucial aspect, which ensures their holistic development and success. The Institution actively supports students through scholarships and free grants provided by the institution and governments. This financial support promotes equal access to education by empowering diverse students, promoting inclusivity, and ensuring that financial constraints do not impede educational activities. The Institute continuously organizes capacity development and skills enhancement activities, through which students gain valuable practical skills, enhancing their ability to find employment. The institution's proactive approach to aptitude advancement contributes to students' all-encompassing development and effective movement in their scholarly and proficient ventures. Furthermore, the institution's guidance for competitive examinations and career counselling has significantly benefited students. Students are supported and guided for preparation of various State/National/International Level exams like GATE/CAT/GRE/TOFEL/IELTS. Students have excelled in the same and have got admitted to renowned Universities across the globe.

institution's commitment to a safe environment by ensuring prompt resolution of student complaints, including cases of sexual harassment or any grievance. There are the Grievance Redressed Cell, Internal Complaints Committee (against Sexual Harassment) and the Anti-ragging Committee which

directly take up issues concerning the students and look for a speedy resolution of the same.

The Training and Placement Cell of the institution collaborates with several companies every year which provides the right opportunity to the students to kickstart their careers.

The Institute encourages participation in sports and cultural activities, thereby promoting the overall development of students. Robust infrastructure and expert mentoring in all aspects have facilitated students to deliver top-notch performances in sports and cultural activities. This holistic approach contributed to a vibrant campus life and met NAAC's standards for promoting student engagement and diverse growth. The close ties of the college with its alumni also highlight the strong bond that the college shares with its students.

Governance, Leadership and Management

The governance and leadership of the Institute perfectly aligns with the Vision and Mission of the institute. The

vision and mission clearly define that it works towards the overall progress of students and sustained institutional growth by enhancing the knowledge and fostering ethical value systems for professional advancement of students. The Management, Principal and faculty work together for the progress of the Institute. Decentralization of governance is evident from participation of all stakeholders in the institutional governance and in their short term and long term Institutional Perspective Plan. This is evident from the role of various committees. The institution has positively imbibed the spirit of NEP in different ways, like moving towards Multidisciplinary and holistic education, continuous professional development of teachers, integration of technology, restructuring of governance and regulatory architecture, multidisciplinary curricula and engaging in blended pedagogy towards holistic development of students, ACE, has taken various pedagogical integrative approaches during course delivery. It is in progress towards the implementation of the Academic bank of Credits. The institution has a unique style of imparting education in and beyond the classroom. Academic calendar is prepared and followed each semester. The Institution implements e-governance in its operations. ACE strongly believes in effective welfare measures for the benefit of faculty and staff which can bring around better performance. A well defined Performance Appraisal System of staff is followed. Faculty empowerment is promoted by inspiring faculty to participate in FDPs. The Institution is a self-financing private Institute which is run by the funds raised through collection of fees from students. It has a well-defined financial policy which ensures optimal utilization of finances for academic and administrative purposes. IQAC at ACE facilitates the institute's work processes and helps in achieving learning outcomes and objectives focusing on quality enhancement. IQAC has been creating parameters for reaching academic as well as non academic learning objectives ensuring a student centric teaching learning environment.

Institutional Values and Best Practices

Implementing an ERP (Enterprise Resource Planning) system in a college aims to streamline administrative processes, enhance data management, and improve overall operational efficiency. By centralizing student information, academic programs, financial data, and human resources functions, the ERP system provides real-time insights and analytics for informed decision-making. It prioritizes enhancing the student experience through access to online services and support resources. Moreover, the ERP system aids colleges in ensuring compliance with regulatory requirements, reducing manual tasks and paperwork, and supporting institutional growth. Ultimately, the goal is to optimize resources, improve productivity, and enhance the institution's overall reputation by leveraging technology to streamline processes and enhance data management.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	AISHWARYA COLLEGE OF EDUCATION
Address	A-9, 1st Extension, Kamla Nehru Nagar, Jodhpur
City	JODHPUR
State	Rajasthan
Pin	342008
Website	www.aishwaryacollegeofeducation.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Rishi Nepalia	0291-2760175	9413328999	0291-2760350	info@aishwaryacollege.edu.in
Associate Professor	Dr. Soyal Khan	0291-	9829970302	-	khansoyal2910@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Rajasthan	Jai Narain Vyas University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	25-10-2016	View Document
12B of UGC	25-10-2016	View Document

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
No contents				

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	A-9, 1st Extension, Kamla Nehru Nagar, Jodhpur	Urban	0.1767	715.35

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	BSc,Science,	36	Senior Secondary	English + Hindi	120	24
UG	BCA,Computer Science,	36	Senior Secondary	English + Hindi	240	145
UG	BBA,Computer Science,	36	Senior Secondary	English + Hindi	60	28
UG	BA,Arts,	36	Senior Secondary	English + Hindi	240	154
UG	BCom,Commerce,HONORS ACCOUNTING	24	BCOM First Year	English + Hindi	60	0
UG	BCom,Commerce,	36	Senior Secondary	English + Hindi	80	33
PG	MA,Arts,POLITICAL SCIENCE	24	Graduation	English + Hindi	60	28
PG	MA,Arts,HISTORY	24	Graduation	English + Hindi	60	24
PG	MCom,Commerce,BUSINESS ADMINISTRATION	24	Graduation	English + Hindi	60	12

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				54			
Recruited	0	0	0	0	0	0	0	0	31	23	0	54
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				23
Recruited	20	3	0	23
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	3	0	0	3
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	0	0	7	9	0	16
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	24	14	0	38
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	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	871	0	0	0	871
	Female	252	0	0	0	252
	Others	0	0	0	0	0
PG	Male	81	0	0	0	81
	Female	54	0	0	0	54
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years						
Category		Year 1	Year 2	Year 3	Year 4	
SC	Male	72	43	35	90	
	Female	28	18	17	40	
	Others	0	0	0	0	
ST	Male	6	4	2	4	
	Female	3	2	1	3	
	Others	0	0	0	0	
OBC	Male	234	179	123	237	
	Female	91	76	58	107	
	Others	0	0	0	0	
General	Male	135	143	146	227	
	Female	52	61	69	102	
	Others	0	0	0	0	
Others	Male	0	0	0	0	
	Female	0	0	0	0	
	Others	0	0	0	0	
Total		621	526	451	810	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Aishwarya College of Education conducted conclave on National Education Policy on which was led by eminent academicians and educationists. It helped the institution design and develops its own perspective and strategies to be adopted for following a multidisciplinary approach. As an affiliated college, the college follows the curriculum prescribed by the University. The college promotes interdisciplinary among its students through various departments. For instance, English literature students are encouraged to pursue a course on MS Office, and Computer Science students are encouraged to do a course on Tally. As a practice, the college has been offering a number of certificates/adds on/value-based courses of interdisciplinary nature, every year.
2. Academic bank of credits (ABC):	The institution already offers credit-based courses and projects as per the curriculum and organizes community engagement and social service activities for the fulfillment of the programs.
3. Skill development:	The institution promotes vocational education and soft skill development of students through various Incubation Centre for Entrepreneurship. During the admission time itself, students enlist their preferred Psychomotor and unique skills and enroll in various certification programs under the Skill Courses.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The College promotes the exchange of linguistic and cultural traits of heterogeneous groups. Students get an opportunity to develop their multilingual capacity through various programmes.
5. Focus on Outcome based education (OBE):	The College already follows outcome-based education with a customized lesson plan manual which clearly states, course outcome, program specific outcome and program outcome. Students are made aware of the various course outcome, and program-specific outcome through the curriculum and orientation program. Attainment of outcome is analyzed and assessed at the end of the program.
6. Distance education/online education:	The institution promotes teaching-learning through virtual platforms. Faculty members have sufficient experience in e-content development and the use of technological tools for the teaching-learning process. The College has a online app for academic practice and follows innovative teaching methods.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>An Electoral Literacy Club (ELC) has been set up in the College as a constructive step towards promoting civic and electoral awareness belonging to the 18-21 age groups.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Aishwarya College of Education believes that electoral literacy is crucial for fostering an informed and responsible electorate in a neutral and non-partisan manner, which is essential for maintaining the integrity of the electoral process. ELC is representative in the sense that the departments mentioned above and cells nominate one/two students to represent the more significant socio-political-economic issues and to orient the democratic vision of the life of the students. However, all students are members of the ELC. Coordinator Prashant Ramawat and Apurva Sharma have been working till now. The ELC is functional and active. The coordinator circulated all work, dividing work among the willing students. This motivates the students to do all essential work regarding ELC.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>ELC of Aishwarya College of Education organized many innovative programmes and initiatives. Students also attend Quiz Competition, Voter Awareness Programmes, and observe National Voters Day.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Every year, the Electoral Literacy Club organizes various programs like debates to celebrate Indian Constitutional Day. This program also aims to make students aware of the sanctity of the Preamble of the Indian Constitution.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible</p>	<p>The College makes every effort to sensitize its students about the electoral process. The ELC plays a crucial role in this regard. Through this club, the College notifies students above 18 years old who are</p>

students as voters.

yet to be enrolled as voters in the electoral roll to get their names registered as eligible voters from time to time.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1285	1372	1699	2114	2388

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 76

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
67	68	70	72	72

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
588.34	439.03	214.35	540.94	427.68

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

The Institution ensures effective curriculum delivery through a well-planned and documented process. Welcome to Aishwarya College of Education. At the beginning of each academic year, the academic calendar is prepared at the college level. Class-wise time tables also include lab time was prepared. All faculties prepare and submit their lecture plans. After receiving teaching plan of respective faculties and curriculum has been covered by our parent university. The departments strive for effective curriculum delivery by using a combination of time-tested and innovative methods. Tutorials/projects, class tests and internal assessments comprise the formal evaluative processes, but students are encouraged to meet faculty beyond classroom hours for doubt-clearing and curricular discussions.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 55

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 51

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1009	1043	482	869	1115

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the curriculum.

The various programmes have been organised by institute throughout the session related to Gender Equality, Sustainability, Human Values and Ethics. Students are involved in various activities like Unnat Bharat Abhiyan (UBA), Scout, N.S.S., N.C.C. programmes, International importance like Republic day, Women's day, Independence Day, Teacher's day, Gandhi Jayanti, Human Right Day, International Yoga Day etc. The college has Women Grievance Cell and a Grievance Redressal Cell for providing protection to students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 42.49

1.3.2.1 Number of students undertaking project work/field work / internships

Response: 546

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 63.52

2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

2022-23	2021-22	2020-21	2019-20	2018-19
621	526	451	810	1035

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1040	1000	780	1120	1480

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

2.1.2

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

Response: 53.74

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
381	322	236	431	504

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

2022-23	2021-22	2020-21	2019-20	2018-19
668	642	504	721	952

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 19.18

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:**Response:**

Aishwarya college of Education creates an environment that encourages student engagement in the co-creation of diverse learning modules. Implement additional lectures or courses facilitated by peers, fostering a student-centric approach that prioritizes experiential and participative learning. Emphasize problem-solving methodologies enhance student confidence levels.

1. Experiential learning

1) Experiments: State-the-art lab facilities and expert staff foster student skills. Courses include web-based, AI/ML based experiments, and each lab task is assessed using rubrics that consider factors like timeliness, neatness, knowledge, and innovation.

2) Case study: We urge students to conduct case studies using recent publications and present findings on cutting-edge tools and technologies. This enhances their grasp of the current research landscape in the course.

3) Audio-visual aids: Departments feature modern teaching tools such as projectors, smart boards, and encourage dynamic instruction methods. In addition to traditional chalk and board techniques, the use of visually engaging PowerPoint presentations is promoted.

4) Video lectures: Faculties have created videos for their respective subject content and made it available on platforms like YouTube, Moodle and classroom. This helps the students to revise the content taught in class any time.

5) Self learning courses

6) Use of LMS:

7) Tech-fest

8) Encouragement of bright students: We encourage students to participate in competitive

Examinations like GATE and TOFEL. We also encourage participation in state level/ national level competitions.

9) Classroom Learning:

2. Participative learning

1) Collaborative learning

2) Industry Internship

- 3) E-Learning
- 4) Practical/ Lab Learning
- 5) Expert Lectures

3. Problem Solving

- 1) Project Based activity
- 2) Social activity
- 3) Assessment and Feedback
- 4) Group Discussions
- 5) Activity Based Learning
- 6) Digital Library
- 7) Course Projects/ Mini/ Major Projects
- 8) Method to support weaker students

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 100

2.4.1.1 Number of sanctioned posts year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
67	68	70	72	72

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 45.85

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
34	33	33	31	29

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Academic year starts as prescribed by Jai Narain Vyas University. The university publishes in advance, the academic calendar containing plans for curricular and co-curricular activities based on the available working/teaching days as per university norms. Institution's academic calendar is prepared in concurrence with the University calendar. The academic calendar is made available to all faculties before the commencement of the semester. Lesson plans are prepared based on the academic calendar. The lesson plan comprises of content, learning aid and methodology, approach towards course outcomes. The academic calendar of the Institute includes a schedule of Internal and External assessment dates. The institution adheres to the academic calendar and conducts Internal Evaluations. Internal Assessments are conducted twice in each semester

1. Conduction:

For conducting the internal assessment test, a department level coordinator/committee is constituted. Two internal assessment tests are conducted each semester at department level. Time table for the test is prepared well in advance and communicated to the students.

The end semester examination is conducted by the University. The college strictly follows the guidelines and rules issued by the affiliating university while conducting end semester examinations. An examination committee is constituted, consisting of a Principal as the Chief Conductor and a senior Faculty member as a Senior Supervisor and other teaching faculty and non-teaching staff as Understudy, junior supervisors, and support staff for smooth conduction of end semester examination. To keep a check on the unfair means, an internal squad and unfairness means committee are constituted and necessary action is recommended, The University also appoints an external squad for regular visits during the examination.

2. Evaluation

The process of internal assessment evaluation is completed within 7 working days; the marks are shared with the students and also displayed on the notice board. Students who are absent for an internal assessment test (IA) due to genuine reasons can apply for retest. The attendance record of each student is maintained and due weightage is given for attendance in theory class and practical sessions, performance in tests/tutorials and timely submission for teamwork performance. The evaluation of the entire University (End Semester) Exam is done through a centralized assessment process monitored by the University.

3. Grievance Redressal

After evaluation of internal assessment answer scripts, the scripts are shown to the students to check any discrepancy or doubt in checking. If any discrepancy is noticed, the student reports and the concerned faculty resolve it. By adopting the criteria as per the direction of affiliating university, complete

transparency is maintained in internal assessment tests. Students can express grievances to the University by applying for the Re-evaluation process. Students can apply for re-evaluation of their answer script within two weeks from the declaration of results. The entire re-evaluation process is carried out as per the university norms.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

The Institute follows the curriculum which is designed by Jai Narain Vyas University where the course outcomes are also defined for every course. The BOS along with subject matter experts from the industry and academia participate and discuss the expected course specific outcomes and verify their alignment with the Program Outcomes. After the syllabus has been finalized, an orientation program is organized by the University where the syllabus and Course Outcomes (COs) are discussed and subsequently conveyed to all the affiliated Institutes. The Internal Quality Assurance Cell (IQAC) discusses with various stakeholders and adopts the methodologies to frame, finalize and publish Program specific outcomes (PSOs) and Program Educational Objectives (PEOs). **Programme outcomes (POs), Programme specific outcomes (PSOs) and Program Educational Objectives (PEOs):**

The processes for formulating, approving, and publishing Programme outcomes (POs), Program Specific Outcomes (PSOs) and Program Educational Objectives (PEOs) are discussed and adopted by the Internal Quality Assurance Cell (IQAC) in collaboration with multiple stakeholders. All of the institution's program objectives and outcomes are listed and visible on the college website. Program Specific Outcome (PSO) statements for all programs, were drafted based on guidelines from SWOT analysis by DWC (Department Working Committee) and approved by DAB (Department Advisory Board). The DAB consists of representatives from all the stakeholders such as students, parents, alumni, industries, and academia. PSOs are disseminated to the stakeholders through the following channels.

1. Institute Website
2. Department Notice Board
3. Laboratory Notice board
4. HOD Cabin

Course outcomes:

The Board of Studies (BOS) at Jai Narain Vyas University, which also defines each course's course outcomes, creates the curriculum that the Institute adheres to. The BOS participates in discussions on the anticipated course-specific outcomes and confirms that they are in line with the program outcomes with subject matter experts from academia and industry. Following finalization of the syllabus, the University arranges an orientation workshop wherein the syllabus and Course Outcomes (COs) are deliberated and subsequently sent to all connected Institutes. Course outcomes (COs) are stated for all courses in clear statements of what a student should be able to demonstrate upon completion of a course concerning knowledge and skills. The institute arranges lectures by professionals from a range of fields who employ interactive techniques to spark potential that students might not recognize on their own in order to reach the full essence of course objectives. In addition to receiving professional advice, the students are exposed to the real-world operations of various businesses through the organization of Industrial Visits, which allow them to witness technology in action. Course outcomes are disseminated to the students in the following way:

1. During the first lecture of every semester
2. Laboratory Notice Board

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

In the Outcome Based Education (OBE), assessment is done through one or more than one processes, carried out by the department, that identify, collect, and prepare data to evaluate the achievement of course outcomes (CO's).

Direct methods display the student's knowledge and skills from their performance in the

Class/assignment test, internal assessment tests, assignments, semester examinations, seminars, laboratory assignments/practical's, mini projects etc. These methods provide a sampling of what students know and/or can do and provide strong evidence of student learning.

Indirect methods such as course exit survey and examiner feedback to reflect on student's learning. They are used to assess opinions or thoughts about the graduate's knowledge or skills. Rubrics are used

for both formative and summative assessment of students. Same rubric is used for assessing an outcome so that the faculty is able to assess student progress and maintain the record of the same for each student. The attainment of various outcomes like COs, POs, PSOs and PEOs is carried out in four stages: Planning, Implementation, Evaluation and Action Taken.

Planning: Various outcomes are defined and a correlation is established between COs and POs, on the scale of 1 to 3, 1 being low, 2 being moderate and 3 being high. A mapping matrix is prepared in this regard for every Course CO and PO in the program including the elective subjects. The teaching plan, module tests, assignments, internal assessments are designed to meet the course outcomes for every subject.

Implementation: A faculty member uses different instruments like Internal Assessments, module tests, assignments, practical's, and Project for finding out attainment level of the course outcomes. The faculty also evaluates attainment of POs, PSOs, PEOs by using indirect tools like surveys that are sent to various stakeholders. These surveys are then analysed to improve the methods of imparting education and tracking the progress of the students.

Evaluation: Attainment of all outcomes are evaluated and analysed to identify the strengths and weaknesses in delivering the course. The students and their attainments are evaluated individually and the areas where improvements are necessary, essential steps are taken.

Action Taken: In case of deviation from the expected attainment of outcome then necessary corrective actions are initiated and to improve the outcome. This includes engaging slow learners for remedial lectures which are conducted as and when needed, giving them personal attention during both theory as well as practical class and constantly noting their progress until they reach the expected outcome.

External Assessment: The external evaluations include End Semester Examination (ESE)

Conducted by the University. Program Outcome (PO) and Program Specific Outcome (PSO) Attainment of Program Outcomes and Program Specific Outcomes are mainly done by using Direct and Indirect Assessment methods. The weightage for Direct Assessment is more as compared to Indirect Assessment. Direct Assessment is derived from CO attainment from all courses based on CO-PO mapping. CO-PO mapping is done by the Performance Indicator (PI). Indirect Assessment is carried out by using the Program Exit survey.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3

Pass percentage of Students during last five years (excluding backlog students)**Response:** 90.5**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
302	488	656	713	662

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
329	544	721	759	764

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.76

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 0

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident

Response:

A good eco system in the college is important part which promotes innovative and creative environment and opportunities in academics. Thus our institution provides healthy atmosphere, infrastructure and resources to enhance the capacity and competencies of students and teachers in research, innovative activities, knowledge transfer, sharing ideas and learning about entrepreneurship. Sharing knowledge helps students to connect, learn and perform better, become stronger as professionals and entrepreneurs.

All innovative and activities are student centric which nurture and nourish youth's minds. These activities enhance the knowledge of students to understand the various problems facing by our society and enable them to find solutions. N.S.S. conducted various activities to serve the society in innovative ways like Blood donation camp, Cleaning drive, Tree plantation, Swacch Bharat Abhiyan, Awareness programmes for Voting, Education, Hygiene and Women Safety etc. All these activities are conducted by students in the guidance of teachers to help the society.

Various competitions essay writing, debating, talk-shows are organized by the institution to bring out the hidden potentials of students with the help of Eminent personalities in various filed like research, social activities, industries. These persons are invited as resource persons who play the role of mentors to our students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 65

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
11	24	6	12	12

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 0.12

3.3.1.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	1	1	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0.01

3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years

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

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

INTRODUCTION

Students of our institution are encouraged to take up extension activities so to fulfill the main aim objective of the Vision and Mission of our institution. The students are thus encouraged to participate in the extension activities of NCC, ECO CLUB, NSS, UBA, SCOUT etc. The active NSS Wing of our institution takes up projects to help the villages to keep clean and green, also conducting awareness programs on blood donation, cleanliness etc. Students through these activities learn responsibilities they have towards the society and the responsibility towards conserving the nature and environment. Our NSS Volunteers feels their responsibility and actively took part in the different types of works like food distribution for the needy. Students are encouraged to visit orphanages to make them aware of the societal issues. Students actively took part for the beneficiary of the society by helping the needy people to avail medical care, especially children.

NATIONAL SERVICE SCHEME

Extension activities are encouraged to be taken up by the students in order to fulfill the aspirations of Vision and mission statements of the institution. Holistic development of the individual is the aim with which the students are encouraged for participation in extension activities through agencies such as NSS, clubs and societies.

The students feel a sense of responsibility and believe that they need to give back to society and the environment what they have taken. Our NSS Unit student volunteers take up social service activities such as special camps in adopted villages, service to orphanages, treeplantation, and flood relief camps.

All these programs develop in the students a sense of responsibility, accountability, integrity and human

values towards achieving the vision and mission of our institution. The students and faculty participated actively in the relief camp for the Chennai floods. Our students collected relief material from the neighborhood community.

NATIONAL CADET CORPS

A unit of NCC started in our college in 14-09-2010, with 52 cadets and was sanctioned by 3 RAJ. NCC Girls BN, Rajasthan NCC Directorate and one other unit was also sanctioned in 19-12-2019 by 4 RAJ. AIR SQN NCC, Jodhpur NCC GROUP. NCC plays a vital role in growth and development of country by grooming its most precious resource, the youth. In order to attain our national goals it is imperative that our training encapsulates and embeds the qualities national service and security in our cadets.

NCC of our college encouraged the students during Azaadi Ka Amrit Mahotsav to participate in the Fire prevention and firefighting so make aware them and the public to what to be done and what not to be done during fire emergencies due to natural and manmade disasters.

UNNAT BHARAT ABHIYAN (UBA)

The Mission of Unnat Bharat Abhiyan is to enable higher educational institutions to work with the people of rural India in identifying development challenges and evolving appropriate solutions for accelerating sustainable growth. In this novel work, NSIT approved Nodal Partner to achieve the mission of UBA. The following activities were successfully conducted in the college campus and the adopted villages.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

In the realm of community engagement and extension activities, the volunteers of NSS unit and NCC Cadets of Aishwarya College of Education have selflessly worked hard to serve society in every possible way and received recognition from government recognized bodies. These accolades not only honor the dedication and innovation demonstrated in extending knowledge and services to the public but also inspire others to strive for excellence in similar endeavors. Here, we highlight some notable awards and recognitions received for extension activities. Aishwarya college of Education was felicitated with different Mementos and of Appreciation for actively participating in different kind of social services i.e. Blood Donation, Plantation drives, Polio Vaccination Drive, different awareness camps, campaign, rally held at different places of city. In an era marked by numerous social challenges, Aishwarya College of

Education has emerged as a catalyst for positive change, addressing critical issues ranging from education and employment to healthcare, environmental conservation, assistance for the underprivileged, and support for senior citizens.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 11

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
6	3	0	1	1

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.5 Collaboration

3.5.1

Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship,

on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.

Response: 32

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- **ICT – enabled facilities such as smart class, LMS etc.**

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The Institution has adequate infrastructure and other facilities for, teaching – learning, viz., classrooms, laboratories, computing equipment etc

ICT – enabled facilities such as smart class, LMS etc. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The College has adequate infrastructure and facilities for the students as well as for the faculty and staff members. It has the infrastructure that facilitates effective teaching and learning practices. All classrooms, laboratories, seminar hall are equipped with the necessary infrastructure for efficient teaching and learning practices. The entire campus of Aishwarya College covered under CCTV surveillance at key locations. The infrastructural facilities include well-furnished, spacious, ventilated, and illuminated classrooms, laboratories, Seminar Halls, Library, Digital Library, Training and Placement Cell, Counseling Centre, Administrative Office, Exam Cell, Reprography facility, Canteen and other facilities including HOD Rooms, Boys Common Room, Girls Common Room, Wheel chair access, Lift, Water purifier and other student support facilities as standard requirements.

The College has sufficient ICT enabled classrooms for an efficient teaching-learning process

The laboratories are equipped with major equipment and computing aids satisfying the prescribed curriculum requirements. Auditorium hall with ICT facility is available to conduct training programs, guest lectures, conferences, FDPs, ATPs, Cultural and Academic activities.

The College has Training and Placement Cell which conducts placement drives, mock interviews, Group Discussions and Training programs and Internship for the students. It also conduct workshops on various topics to provide exposure to the students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 22.41

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
20.64	37.78	11.56	203.96	221.33

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource

4.2.1

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students

Response:

Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the

*faculty and students***Response:**

The Institute library is automated with Library module of ERP (Customized web based software). The ERP has most of the features that would be expected in an ILMS including Registration of members, Entry of books, Customizable search, Bar code printing, Report generation etc. The software is very useful in automating the various functions of the library including entry, issue, return, search of the books, branch-wise membership registration of users, access rights, management of bibliographical data of various items such as books/journals/e- journals/CDs, the catalogue of books, online public access catalogue (Web

OPAC), book bank management, barcode generation of books, overall statistics of various items, stock verification etc. The unique feature of the software is the provision to generate various kinds of library reports such as author and title-wise details of books, list of e-books, bound volume of journals, flexible and customization in the generation of reports.

In addition to that, the library provides internet with a wi-fi facility to access e-resources

Throughout the campus.

The library also maintains Project reports submitted by the students as part of their course curriculum. The library also maintains question papers of previous years for the reference. Local newspapers and magazines are also available in the library. The library has e-resource of various subjects and categories. E-Notes prepared by the faculty members for the students are also available in the Library.

The college has Digital Library with well-equipped computer resources and high speed internet connectivity to access e-resources. It also has subscription to Digital Library Network (DELNET). The students and faculty members get benefitted with library resources. The library maintains logging and logout register for the students as well as for the faculty and staff members. Proper seating facility is available in the library with proper desks.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure**4.3.1**

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

Institution frequently updates its IT facilities and provides sufficient bandwidth for internet connection

Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words

Response:

The Institute has always given priority to the up-gradation of IT facilities. The IT infrastructure of Aishwarya College is well maintained. All PCs in the institute are connected to LAN for internet access. In addition, WI-FI access points are installed at prominent locations, facilitating a Wi-Fi-enabled campus. Servers and PCs are maintained, updated, and upgraded at regular intervals. Regular updates are done in facilities at the institute level as well as the department level. The details of the IT facilities are provided below:

Internet Connection: The Institute regularly updates the internet connection. The high speed internet connectivity is available on fibre line.

Computer Systems and their Configuration: Aishwarya College has a total of 261 PCs which are for student's use. The systems are well connected to the internet via LAN and have well configurations as per the requirements of academics.

Biometric Attendance: The Institute provides biometric attendance for faculty and staff members. Various statistical reports can be generated by the software associated with the biometric attendance device.

Networking Peripherals: ACE has adequate networking Switches and other network devices to provide fast speed connectivity and information sharing facility in the network. The Institute follows star topology for internal connections.

Software: The Institute has various software needed for academic purposes

Video Lecture-making Facility: The institute has facility to record video lectures for the students. Faculty members can prepare their video lectures. This has been very useful during the Covid-19 pandemic.

LCD Projectors: Upgrading of IT is seen in the teaching-learning process as OHPs in the institute have been intermittently replaced by LCD Projectors.

ACE Online Learning App : The College has its online learning App for the students. The App has Video lectures, E-Notes, Question Papers of previous years, Notification Section, Notice Boards etc. facilities. It provides online mode of the study to the students.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

Student – Computer ratio (Data for the latest completed academic year)

Response: 4.92

4.3.2.1 Number of computers available for students usage during the latest completed academic year:

Response: 261

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 9.53

4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
31.96	31.64	29.34	65.25	52.56

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years

Response: 80.31

5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1070	1095	1343	1693	1913

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

Following capacity development and skills enhancement activities are organised for improving students' capability

- 1. Soft skills*
- 2. Language and communication skills*
- 3. Life skills (Yoga, physical fitness, health and hygiene)*
- 4. ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 78.3

5.1.3.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1160	1240	1275	1587	1674

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

Percentage of placement of outgoing students and students progressing to higher education during the last five years

Response: 93.3

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
254	467	630	665	616

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
302	488	656	713	662

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 3.17

5.2.2.1 Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 49

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
15	16	0	7	11

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 34.6

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
46	44	4	34	45

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The Alumni Association plays a significant role in contributing to all aspects of the growth of the institute. Alumni with their experience in the professional world are the torchbearers for the existing students of the institute.

The Institution has a registered Alumni Association and active governing body on the panel. Our institute registered its alumni association named “**AISHWARYA COLLEGE ALUMNI SERVICE SOCIETY**” under the Rajasthan Societies Registration Act, 1958 on 25th November, 2019. Even before the registration, Aishwarya College of Education (ACE) has always been in close contact with its alumni students through various programmes organized in the college campus, and social media platforms etc. Due to this, the students who graduated from the institute have always supported the institute in various ways both academically and non-academically. The association has been arranging their seminars, and guest lectures in various departments regularly or inviting the prominent alumni students to various events in the college.

The driving force behind “**AISHWARYA COLLEGE ALUMNI SERVICE SOCIETY**” is to encourage vibrant student-alumni interactions that would benefit our students in terms of learning as well as the alumni in terms of sharing their rich expertise. Regular Interaction with alumni is ensured to bring current technologies practiced in the industry to the institute. Also opportunities available in the job market and skill set expected by the industries are shared by the alumni through Seminar/Webinar activities. Alumni meet is conducted at college campus every year. The Institute established alumni cell to maintain a good association between institute and alumni. The alumni association helps in building a network of the alumni and helps in being in touch with the corporate world. Every year Alumni meet is hosted by the Alumni association and supported by the Management where the alumni from different classes are invited to share their views and suggestions on the scope of their course and also to create awareness about the professional world.

Objectives of AISHWARYA COLLEGE ALUMNI SERVICE SOCIETY

- 1) To enable interaction between the institution and alumni that promotes mutual understanding and mutual information sharing.
- 2) To maintain the updated and current information of all Alumni.
- 3) To seek regular feedback from alumni students, that will be instrumental to contribute to the improvement of the institute.
- 4) To organize seminars, guest lectures, and workshops in association with the alumni network to help current students learn state-of-the-art technologies and give valuable inputs to the students of Aishwarya College of Education.
- 5) To help the existing students to understand and pursue research in upcoming areas.
- 6) To get financial aid /funding from willing alumni students, enabling them to contribute to the needy and deserving students.
- 7) To organize mentorship programs to create awareness among the students regarding competitive examinations and other recruitment exams conducted by the state and central government.
- 8) To facilitate Internship opportunities for the students of Aishwarya College of Education in various companies through its alumni.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.

Response:

Vision

We want that education by which the character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's own feet. We are committed to the creation of a better tomorrow, built by young and enthusiastic men and women with a shared vision. Our vision in brief can be stated as:

"THINK GLOBALLY AND ACT LOCALLY"

Mission

To produce technical and managerial manpower to accommodate the current and future demands of industry. To promote interactive learning and creativity in science and technology through imaginative and enjoyable experience and contribute to the nation's development of its human resource.

The governance and leadership of the institute perfectly aligns with the Vision and Mission Aishwarya College of Education is the brainchild of a visionary founder. The founder envisioned creating a pinnacle of educational excellence. The institution aims to foster quality technical education for young minds. The foundation was laid under the patronage of Aishwarya College of Education. The idea was to offer education under a unified educational assemblage.

Sustained institutional growth: The Institute's vision and mission clearly define its commitment to the overall progress of students and sustained institutional growth by enhancing knowledge and fostering ethical value systems for the professional advancement of students. The governing council of the institute holds ultimate authority and guides the process of achieving this vision and mission. Governance at the institution is participative, involving all stakeholders, and demonstrates decentralization. Periodic

meetings, led by the Member Secretary along with the Chairman, Principal, Departmental Heads and other members ensure that faculty input on academics, administration, and research is thoroughly discussed and incorporated into decision-making processes.

National Education Policy, (NEP): At Aishwarya College of Education, NEP guidelines has been followed. Even programs on recent technologies have been organized for students. There is a focus on promoting Indian culture and traditions in the students. The annual cultural gathering of the institution, Holi celebration, Diwali celebration, and other patriotic celebrations are an expression of the vivid facets of Indian society and culture. Also, events commemorating the national and international days of importance are organized to bring inspiration and motivation.

Decentralization and Participatory involvement: Various committees ensure the effective implementation of all initiatives by including participation from the Principal, Departmental Heads, Faculty members, Non-Teaching staff, students, and even alumni. These committees at both the college and departmental levels demonstrate decentralization of governance, which is evident through the delegation of roles and responsibilities to various coordinators appointed at the institute and department levels.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Our Institutional strategic planning has been critically designed for a wider vision of the institution, gathering ideas from a wide range of stakeholders, and getting specific about how to achieve institutional goals with collaborative decisions about where, how, and why to prioritize resources. Introduction of all programmes and courses to attain a status for holistic development has been on the top priority at the institution. We aim to get all programmes as well as the Institution accredited by NAAC in our second cycle.

Institutional Perspective plan: A Prospective plan is a blueprint of efforts made by the institution to

import quality education and achieve its vision, mission, goals and objectives. These plans are created to provide guidance and directions for an institution. Perspective plans are typically developed over the course of past years and are used to guide the organization's decision-making and operations.

The purpose of a perspective plan is to provide a framework for the organization to use when making decisions about the future. The plan should be used to measure progress and evaluate the strategies and tactics that the organization is using, including the organization's strengths and weaknesses, current challenges and opportunities. Aishwarya College of Education (ACE) established in 2004 under the aegis of Gayatri Technical Education Trust (GTET) is committed to fulfill the dream envisioned by its founder members of providing modern technical and value-based education to its students. A team of highly qualified and committed professionals is devoted to grooming students to make them better equipped professionals and be our brand ambassadors, as we believe in practice and not mere words and the fact is reiterated by our every improving result both in academics and extracurricular activities.

IQAC is the most prominent administrative body responsible for ensuring quality assurance and enhancement. So, while preparing the prospective plan, the IQAC of college has taken utmost care that due consideration is given to the requirements of all the stakeholders. It has been prepared keeping in mind the quality assurance indicators of seven Criterion of NAAC. The prospective plan draft was prepared and discussed with the members of IQAC for their approval after finalization of the plan.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

Aishwarya College of Education (ACE) firmly believes that implementing effective welfare measures for faculty and staff significantly enhances performance and drives the institution's remarkable growth. Prioritizing staff welfare is a core principle at ACE, as outlined in the HR Policy Manual. Performance appraisals, which assess an employee's recent successes and failures, personal strengths and challenges, and potential for promotion or improvement, play a crucial role in this approach. Consequently, ACE provides necessary training and mentoring. The college has developed its own appraisal system for teacher performance, operating within an open, collaborative, and data-driven environment. For non-teaching staff, evaluations are based solely on the criteria specified in their job descriptions.

This system was established to support employees' career development and advancement. For teaching staff, evaluations are based on academic qualifications, teaching experience, feedback from students and colleagues, attendance at seminars and conferences, number of publications, and communication skills. Teaching innovations and contributions are assessed through curriculum design, teaching methods, laboratory experiments, evaluation methods, preparation of resource materials (including books and reading materials), laboratory manuals, and remedial teaching or student counseling.

Non-teaching staff evaluations consider academic qualifications, work experience, assigned job roles, and deliverable and targets. During the appraisal process, the employee's leadership qualities are also valued, along with their contributions to university, institute, or departmental functions. Participation in co-curricular activities, enrichment of campus life, student welfare and discipline, and membership or participation in committees are also taken into account.

The performance of faculty and staff members is evaluated on a regular basis. When changes are made to

the employee performance appraisal system, both teaching and non-teaching staff are notified. The teaching and non-teaching staff are constantly informed of their performance in order to ensure that it corresponds to changing College standards/norms, which can provide opportunities for future development. For example, each academic year, faculty must submit a self appraisal report on a format provided to the principal.

An evaluation system is created in which student feedback, research, and examination results are given weightage and a score is calculated based on that. A central system is developed in order to encourage faculty involvement in research, consulting, and field projects. They (both faculty and non-teaching staff) are also encouraged to engage and participate in activities like Faculty Development Programs and Staff Development Programs which improve their skills and assist them to gain practical experience, which substantially improves the quality of their performance in various academic and non academic activities.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

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

Response: 38.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
42	41	11	13	26

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 83.61

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
71	63	83	65	75

6.3.3.2 Number of non-teaching staff year wise during the last five years

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The Aishwarya College of Education under the aegis of Gayatri Technical Education Trust (GTET) is a self-financing private Institute which runs by the funds raised through the collection of fees from students. It has a well-defined financial policy which ensures optimal utilization of finances for academic and administrative purposes. Financial planning is exercised well in advance for efficient budgeting and review is done on periodic intervals under the supervision of principal, management representative, and the account department involving the various academic departments and administrative sections of the institute. The Institute is being run with self sufficient funds generated from tuition fee and other miscellaneous incomes. In case of shortage of funds, the management supports by providing the required finance. In case activities like expansion and renovation of buildings, the management assists by providing required finance. Financial planning is done at the beginning of the academic year well in advance with adequate budgeting which involves all the Heads of Academic Departments and Administrative Sections. The management reviews all the financial activities through scrutiny of budgets and expenses in every quarter. Through centralized purchase the funds are monitored and utilized in an effective manner.

CA Rakesh Bhandari and Company, Chartered Accountants have been our Statutory Auditors for the last 8 years. They conduct the audit of the financial statements including the Balance Sheet and Income & Expenditure Account of the Society. They have continuously monitored the accounts and have not pointed out any weakness in the internal control system. The reports of the statutory auditors are available for the last 8 years. They have stated in their report that proper books of accounts have been kept by the Society and expressed the opinion that the financial statements give a true and fair view in conformity with the accounting principles on the Balance Sheet and Income & Expenditure Account. The

qualified opinion is not related to the systems and procedures or the internal control systems.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

At Aishwarya College of Education, the Internal Quality Assurance Cell (IQAC) plays a pivotal role in facilitating the institution's processes and achieving its learning outcomes and objectives, with a strong emphasis on quality enhancement. The IQAC establishes parameters for both academic and non-academic learning objectives, ensuring a student-centric teaching and learning environment. Faculty members are equipped to effectively use technological tools for innovative teaching methods. Regular feedback from students and faculty is collected to ensure the implementation of best practices. Additionally, various workshops and seminars are organized to foster a high-quality learning environment. The IQAC strategically plans for ACE by ensuring the effectiveness of all the constituted bodies, committees, and cells within the college.

Quality culture has been established in the college through continuous assessment patterns. Internal assessments in both written and oral format are conducted as per the necessity of the subject. Remedial lectures after college hours are conducted for weak students where individual attention is given to solve their doubts in difficult subjects. Regular assessment of the progress of students' in their project is done keeping in mind the research aspect. Feedback is taken continuously from the students and after the analysis of feedback, appropriate measures are taken to refine the quality of teaching and learning. Computer, internet, online ACE app and e-library facilities are provided beyond the lecture hours for students and teachers to improve the teaching learning process. Number of hard bound books and e-books are purchased periodically. Conferences, workshops and seminars and Value added courses are conducted regularly to augment the academic knowledge of students. The faculties take part in FDPs and Short Term Training Programs to stay relevant and up to date. Equal weightage is given to co curricular and extra curricular activities along with academics. College Cultural fest and Sports Day are conducted as per the academic calendar. The Training and Placement cell rigorously conducts skill course sessions for the students in verbal aptitude and interview skills for enhancing their professional Skills.

The Institute has been constituted to create a road map for the institute to interact with the industry. Various Industry visits are conducted by the departments to provide the students with an opportunity to

interact with the industry professionals. Class and course committee meetings are scheduled regularly and the issues are addressed and resolved. All the activities of the college are documented and reviewed for further improvement. A periodic academic and administrative audit is conducted.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented
2. Academic and Administrative Audit (AAA) and follow-up action taken
3. Collaborative quality initiatives with other institution(s)
4. Participation in NIRF and other recognized rankings
5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.

Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words

Response:

The word “Equity” refers to fair, reasonable and equal treatment to all while “Gender Equity” clarifies that no discrimination is practiced with women in the name of gender and that there are equal opportunities provided to women in educational, economic, social and political fields. It is the first and foremost duty of every educational institution to provide female students with security because feminine security is a grave social concern now a days, therefore, following steps have been taken with respect to creating a safe and secure environment for girls in our college:

1. Women Empowerment Cell & ICC : As per the guideline of UGC we have formed a Women Empowerment Cell that specifically deals with issues with respect to girls and women and redresses them.
2. CCTV Surveillance: Entire College is equipped with CCTV Cameras that round the clock monitor and record all the activities of all beings in the college which enhances safety and security of everybody on the part of college. It also helps prevent entry of unauthorized person in the college premises. There is a Security Personnel appointed on the campus round the clock. The Security Personnel appointed as per guidelines. Wearing Identity cards for all staff and students is mandatory for safety purposes.
3. Discipline Committee: We also have a Discipline Committee for the purpose of curbing absolute behavior of students which may be a threat to the security of other students. This committee also observes behavior and actions of both employees and students and help in smooth functioning of our operations of social welfare.
4. Girls Common Room: There is a Girls Common Room available in college for girls. It has all the facilities for them, which gives them relief from stress and strain caused by continuous lectures.
5. Promotion of Gender Equity: College, from time to time, organizes various programmes to promote Gender Equity which include International Yoga Day, National Women’s Day, World Food Day, International Women’s Day, and Seminar on Women’s health hygiene with special reference to (PCOD). . Gender awareness is promoted via workshops, seminars, guest lectures, street plays, poster displays, counseling, and other activities.

Gender Audit: A gender audit on a college campus evaluates the institution's policies, practices, and environment to ensure gender equality and inclusivity. This process involves assessing the representation of all genders among students, faculty, and staff, and examining curricula, facilities, and support services. The audit identifies disparities, biases, and barriers that may affect individuals based on gender. Recommendations are then made to promote a more equitable and inclusive environment. Conducting a gender audit fosters awareness, drives policy changes, and enhances the overall campus experience by

creating a supportive and balanced academic and social setting for everyone.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**
- 4. Beyond the campus environmental promotion activities**

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

India is a huge garden giving room to a large variety of flowers to bloom in. It is the nation where people of many casts, creeds and religions live and grow together which makes it more beautiful; therefore, coordination among all of them is positively required so that their harmony be not disturbed, their tolerance be not gone and their progress be not retarded. We firmly believe that our nation shall flourish; it can also lead the whole world if all its citizens contribute to it whole heartedly. So, we prime our students to cooperate and coordinate with one another regardless of their religious, linguistic and cultural differences. We teach them that the college is their second home and they all are like family members. Greetings are exchanged among them on various religious festivals along with arrangement of feast with a view to introducing one to the culture of another for the enhancement of religious, social and communal harmony and tolerance. In the same way, our students also take delight in celebrating various festivals for the development of social-religious harmony. India is renowned for its unity in diversity where language is said to change after a few kilometres, where major and minor religions of the world are practiced. Traditional Dress Competition and Fashion Show are organized at Fresher's and Farewell parties where, wearing various attires, our students represent different cultures of India. Through these programmes, students get to know cultures of different states of our nation and learn to have acceptance for them.

The institution organizes several on-campus events that promote the spirit of unity and fraternity among its faculty and students.

The Constitution of India encompasses Fundamental Rights and Fundamental Duties for the purpose of securing civic rights and enlightenment of civic duties. Indian Constitution provides remedies in the form

of Writs through which a citizen, in case of violation of his fundamental rights, can directly resort to Honorable High Court or Honorable Supreme Court for the enforcement of his fundamental rights. College also makes efforts in order to enhance awareness of the staff members and students with respect to their rights and their duties to the nation which are mentioned below:

1. College celebrates Constitution Day and Human Rights' Day. It conducts awareness programmes and expert lectures in this respect.
2. Posters are stuck in suitable places in college premises for imparting knowledge about Preamble of the Constitution along with Fundamental Rights and Fundamental Duties so that staff members and students should be known to their rights and comply with their duties well to contribute to nation.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual

Response:

BEST PRACTICE-1

1. Title of the Practice:

“Integration through ERP of Paperless Transaction”

2. Objectives of the Practice:

Implementing an ERP (Enterprise Resource Planning) system in a college aims to streamline administrative processes, enhance data management, and improve overall operational efficiency. By centralizing student information, academic programs, financial data, and human resources functions, the ERP system provides real-time insights and analytics for informed decision-making. It prioritizes enhancing the student experience through access to online services and support resources. Moreover, the

ERP system aids colleges in ensuring compliance with regulatory requirements, reducing manual tasks and paperwork, and supporting institutional growth. Ultimately, the goal is to optimize resources, improve productivity, and enhance the institution's overall reputation by leveraging technology to streamline processes and enhance data management.

3. The Context:

A college ERP system aims to integrate and streamline various functions and processes within an educational institution. Centralizing data related to student information, academic programs, financial management, and human resources, it provides a unified platform for managing these critical aspects. This integration enhances data accuracy, accessibility, and transparency, facilitating more informed decision-making by college administrators and faculty. The system improves operational efficiency by automating manual tasks, reducing paperwork, and eliminating redundant processes. Additionally, a college ERP system enhances the student experience by providing easy access to academic information, online services, and support resources. Overall, the primary objective of a college ERP system is to optimize resources, improve productivity, and enhance the overall effectiveness and reputation of the institution through efficient data management and streamlined processes.

4. The Practice:-

1. Admission Procedure:

2. Fee Submission:

1. Library:

1. Exam and Result:

BEST PRACTICE-2

1. Title of the Practice:

"Best Practices in College Education: Fostering Student Curiosity and Engagement across Disciplines" which consists of –

1. Science Fest
2. Workshop on Impact of Geographical incident on Earth
3. An awareness program on “Alternative Solutions for Menstrual Hygiene Management”
4. Legal Awareness Camp

1. Objectives of the Practice:

- The exhibitions were organized with different streams for all students to increase awareness about Current Events, Legal Rights, Environmental Issues and Global Phenomenon.
- This activity provided opportunities for students to showcase their skills, creativity and other events.
- It creates a platform for students to explore new interests, ideas and experience with partial knowledge outside the classroom.

1. The Context:

- **Theme Development:** A well-defined theme sets the tone for the Workshops.
- **Diverse Activities:** To cater to a wide audience, it should offer a diverse range of activities.
- **Interactive Exhibits:** These exhibits should be designed to be both informative and entertaining, allowing visitors to explore topics such as internal structure of the earth, dormant volcanoes, Hydroponics - New Approach of Agriculture, double circulation of blood, etc.
- **Community Engagement:** Collaborating with schools, other institutions and community organizations can enhance impact and reach.
- **Target Audience Identification:** Identifying the target audience is essential for tailoring legal awareness programs.
- **Culturally and Linguistically Appropriate Materials:** Ensuring that legal information is presented in a culturally sensitive and linguistically accessible manner is crucial for engaging diverse communities.
- **Empowerment through Education:** Beyond providing information, legal awareness programs should empower participants to navigate legal processes, assert their rights, and advocate for justice.

1. The Practice:

The fusion of innovation and education, epitomized through Science Fest, Geography Fest, and Legal Advisory Camp, stands as a beacon of best practices within our college community. These events illuminate the corridors of learning with their profound impact, nurturing awareness, practical knowledge, and empowering individuals with legal acumen.

In essence, Science Fest, Geography Fest, and Legal Advisory Camp exemplify the transformative power of education and innovation in shaping minds, enriching communities, and nurturing a brighter future for generations to come. Through their multifaceted approach, they not only cultivate knowledge and awareness but also foster a spirit of inquiry, empathy, and empowerment that transcends boundaries and empowers individuals to realize their full potential.

File Description	Document
Best practices as hosted on the Institutional website	View Document
Any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

The role of the various units of The Social Committee at ACE is crucial in fostering holistic development of students and contributing in up-liftment of the society.”

Social committee as Institutional Distinctiveness of the ACE

Aishwarya College of Education (ACE), Jodhpur, stands out in its commitment to fostering holistic development among its students and contributing to societal up-liftment. The college's Social Committee plays a crucial role in this endeavour. This committee aims to maintain discipline, develop personality, and prepare students for voluntary services. By engaging students in social work from the very beginning, it cultivates qualities of social and national service.

A Social Committee is more than just a group of people coming together; it is a hub for building community through social activities and fostering a sense of community spirit. Through its various initiatives, the Social Committee at ACE strengthens friendships among residents and promotes social interaction. It also raises awareness about recent social issues such as environmental protection and healthy lifestyles, encouraging practices like yoga through free camps, road safety awareness, and organizing plantation drives.

The Social Committee at ACE is comprised of four main units:

1. National Cadet Corps (NCC)
2. National Service Scheme (NSS)
3. Bharat Scouts & Guides
4. Eco-Club

5. Unnat Bharat Abhiyan

Each unit plays a unique role in contributing to the holistic development of students and social upliftment.

Genesis and Role of NCC at ACE (3 Raj NCC Girls Battalion)

ACE is committed to the all-around development of its students, with a particular focus on empowering female students. Observing a keen interest among girls in joining the NCC, the college established a Girls NCC wing on September 14, 2010. The 3 Raj NCC Girls Battalion, Jodhpur, allotted 52 seats to the college.

Weekly classes in drill, weapon training, social services activities, and other NCC subjects are regularly conducted. The girls' cadets have excelled in various NCC camps, achieving top positions in drill, shooting, and cultural competitions. They have represented Jodhpur at the Rajasthan level, bringing pride to the college through their participation in trekking, basic leadership, army attachment, and mountaineering camps. Their social activities include pulse polio campaigning, tree plantation, rainwater harvesting, anti-drug campaigns, and promoting environmental consciousness.

One notable achievement is Under Officer Deepika Rathore's selection for the Republic Day Camp (RDC) in 2023, where she participated in the Delhi Rajpath Parade, PM Rally, and Cultural Competition.

4 Raj Air Squadron NCC Battalion

To cater to the interests of male students in defence services, ACE established an Air Wing NCC on December 18, 2020. The 4 Raj Air Squadron NCC Battalion, Jodhpur, sanctioned 70 seats. Admission for students began in July 2021.

Weekly classes in drill, weapon training, and social services are held regularly. The Air Wing cadets participate in annual flying training at the Air Force Station. Over the past four years, they have excelled in various NCC camps, securing top positions in drill, tent pitching, and sports competitions. They have represented the Air Wing Jodhpur Group at the Rajasthan level and brought pride to the college through their participation in trekking, leadership, and Vayu Sainik camps.

Genesis and Role of NSS at ACE

The National Service Scheme (NSS) was initiated at ACE in July 2012 under the guidance of Programme Officer Surendra Singh Rathore. This initiative aimed to instill values of community service and social responsibility among students. Initially enrolling 100 volunteers, the program has grown in scope and impact over the years.

NSS volunteers engage in community outreach initiatives, addressing local needs and fostering positive

change. Regular activities include Swachh Bharat programs, tree plantation, awareness skits, rallies, and blood donation camps. Volunteers who serve for at least two years and complete 240 hours of work receive a certificate from the university. Annual special camps, funded by the government, are usually held in rural or suburban areas, focusing on community service and awareness.

The Role of the Eco-Club at ACE

The Eco-Club at ACE is part of the National Green Corps (NGC) project initiated by the Ministry of Environment, Forests and Climate Change (MoEFCC), Government of India. This project aims to create environmental awareness and build cadres of young students dedicated to environmental conservation and sustainable development. Recently, the MoEFCC expanded the club's reach to include 100 colleges in every state, with ACE being one of them.

The primary aim of the Eco-Club is to conserve natural resources and create an eco-friendly environment. It raises awareness about biodiversity conservation and local environmental issues, promoting a clean and green consciousness among students through innovative methods. The Eco-Club plays a vital role in educating future generations about the importance of the environment. By engaging students in various activities, it encourages them to join hands in protecting Mother Earth.

The Role of Unnat Bharat Abhiyan

Unnat Bharat Abhiyan is inspired by the vision of transformational change in rural development processes by leveraging knowledge institutions to help build the architecture of an Inclusive India. Under Unnat Bharat Abhiyan ACE has been allotted 5 villages. The team of ACE visits and analyse the basic problems of the villages and conducts the activities to aware people to overcome from those issues.

Conclusion

The Social Committee at ACE, through its various units—NCC, NSS, Bharat Scouts & Guides, Eco-Club and Unnat Bharat Abhiyan—plays a pivotal role in fostering the holistic development of students. By instilling discipline, promoting community service, and raising awareness about social and environmental issues, the committee contributes significantly to the upliftment of society. The initiatives undertaken by the committee not only prepare students for future challenges but also create a strong sense of community and responsibility towards societal and environmental well-being. Through its dedicated efforts, ACE is nurturing a generation of socially responsible and environmentally conscious individuals.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

Aishwarya College of Education (ACE) prepares graduates for leadership roles in local, national, and global communities. ACE emphasizes meeting undergraduates' learning needs through innovative teaching, personalized advisement, and strong support for undergraduate research and active learning. Highlights NSS has organized many blood donation camps over the last five years. The Institution has grown in stature and promises to continue in its progressive mode of serving the state with graduates of human values and knowledge. Despite the vagaries of socio-political and economic upheavals, the institute's Vision and Mission remain unwavering.

Concluding Remarks :

Continuous measures are in place to identify and assist slow, gifted, and advanced learners with effective counselling mechanisms. Moreover, the Management believes that the Institution's infrastructure and academic growth have met the expectations of NAAC. It includes classrooms, labs, staff rooms, ICT enabled classrooms, an office, alternate power sources, elevator and drinking water. The campus has rainwater harvesting RO plant and energy-saving devices. Hence Aishwarya College of Education, Jodhpur will be a historic milestone for its nation-building efforts through education based on IT, Management and Humanities.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :55</p> <p>Remark : As per clarification received from HEI, and excluding the courses which are part of the regular university curriculum, thus DVV input is recommended.</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1177</td> <td>1184</td> <td>580</td> <td>1339</td> <td>1547</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1009</td> <td>1043</td> <td>482</td> <td>869</td> <td>1115</td> </tr> </tbody> </table> <p>Remark : As per clarification received from HEI, and changes done according to the above related metric id 1.2.1, thus DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1177	1184	580	1339	1547	2022-23	2021-22	2020-21	2019-20	2018-19	1009	1043	482	869	1115
2022-23	2021-22	2020-21	2019-20	2018-19																	
1177	1184	580	1339	1547																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
1009	1043	482	869	1115																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 814</p> <p>Answer after DVV Verification: 546</p> <p>Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.</p>																				
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during</p>																				

last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
434	322	236	481	605

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
381	322	236	431	504

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
668	642	504	721	952

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
668	642	504	721	952

Remark : As per clarification received from HEI, and as per SOP, Filled seats not to exceed the earmarked one so based on that DVV input is recommended.

3.1.1 Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**3.1.1.1. Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
8.39	2.75	0	2.30	2.50

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years

Answer before DVV Verification:

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

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	1	1	0

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

3.3.2 Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**3.3.2.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

3.4.3 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.**3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	21	1	7	6

Answer After DVV Verification :

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

6	3	0	1	1
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Remark : As per clarification received from HEI, and excluding awareness programs on generic themes, thus DVV input is recommended.

3.5.1 ***Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.***

Answer before DVV Verification :

Answer After DVV Verification :32

Remark : As per clarification received from HEI, Claims with activities showing mere guest lectures/workshop should not be considered, thus DVV input is recommended.

4.1.2 ***Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years***

4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
398.13	223.89	11.89	229.02	224.94

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
20.64	37.78	11.56	203.96	221.33

Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

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

4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
107.35	120.76	108.52	202.22	186.10

Answer After DVV Verification :

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

31.96	31.64	29.34	65.25	52.56
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Remark : As per the revised data and clarification received from HEI, Based on that DVV input is recommended.

5.2.1 Percentage of placement of outgoing students and students progressing to higher education during the last five years

5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
260	481	649	692	655

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
254	467	630	665	616

5.2.1.2. Number of outgoing students year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
302	488	656	713	662

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
302	488	656	713	662

Remark : As per clarification received from HEI, and after excluding Multiple offers to the same students to be counted once, thus DVV input is recommended.

5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years

5.2.2.1. Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	3	0	1	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
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6	0	0	0	0
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Remark : As per clarification received from HEI, and as per provided Certificates, thus DVV input is recommended.

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

6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
42	42	52	44	46

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
42	41	11	13	26

Remark : As per clarification received from HEI, and As per Manual less than Rs.5000/- of financial support per teacher per year should not be considered, thus DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1289</td> <td>1379</td> <td>1699</td> <td>2116</td> <td>2391</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1285</td> <td>1372</td> <td>1699</td> <td>2114</td> <td>2388</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	1289	1379	1699	2116	2391	2022-23	2021-22	2020-21	2019-20	2018-19	1285	1372	1699	2114	2388
2022-23	2021-22	2020-21	2019-20	2018-19																	
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