



YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

| | | |
|--|--------------------------------------|-----------------------------|
| 1.Name of the Institution | | R V Teachers College |
| • Name of the Head of the institution | Dr. S.Karthiyayeni | |
| • Designation | Principal | |
| • Does the institution function from its own campus? | Yes | |
| • Alternate phone No. | 080-69115477 | |
| • Mobile No: | 9449341134 | |
| • Registered e-mail ID (Principal) | principal.rvtc@rvei.edu.in | |
| • Alternate Email ID | karthiyayeni.rvtc@rvei.edu.in | |
| • Address | II Block Jayanagara, | |
| • City/Town | Bengaluru | |
| • State/UT | Karnataka | |
| • Pin Code | 560011 | |
| 2.Institutional status | | |
| • Teacher Education/ Special Education/Physical Education: | Teacher Education | |
| • Type of Institution | Co-education | |
| • Location | Urban | |

| | | | | | |
|---|---|----------------|-----------------------------|---------------|-------------|
| • Financial Status | Grants-in aid | | | | |
| • Name of the Affiliating University | Bengaluru City University | | | | |
| • Name of the IQAC Co-ordinator/Director | Dr. Shalini Rao N | | | | |
| • Phone No. | 9481487544 | | | | |
| • Alternate phone No.(IQAC) | 080-69115477 | | | | |
| • Mobile (IQAC) | 9481487544 | | | | |
| • IQAC e-mail address | rvtc@rvei.edu.in | | | | |
| • Alternate e-mail address (IQAC) | shalinirao.rvtc@rvei.edu.in | | | | |
| 3.Website address | https://www.rvtc.edu.in/ | | | | |
| • Web-link of the AQAR: (Previous Academic Year) | https://www.rvtc.edu.in/en/wp-content/uploads/2024/04/662633fe834ed_aqar_report.pdf | | | | |
| 4.Whether Academic Calendar prepared during the year? | No | | | | |
| • if yes, whether it is uploaded in the Institutional website Web link: | | | | | |
| 5.Accreditation Details | | | | | |
| Cycle | Grade | CGPA | Year of Accreditation | Validity from | Validity to |
| Cycle 1 | A | 85.25 | 2004 | 04/11/2004 | 04/11/2009 |
| Cycle 2 | B | 2.42 | 2012 | 10/03/2012 | 09/03/2017 |
| 6.Date of Establishment of IQAC | | | 16/03/2000 | | |
| 7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc. | | | | | |
| Institution/ Department/Faculty | Scheme | Funding agency | Year of award with duration | Amount | |
| Nil | Nil | Nil | Nil | Nil | |
| 8.Whether composition of IQAC as per latest NAAC guidelines | | | No | | |

| | |
|---|---|
| <ul style="list-style-type: none"> • Upload latest notification of formation of IQAC | No File Uploaded |
| 9.No. of IQAC meetings held during the year | 0 |
| <ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? | No |
| <ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) | No File Uploaded |
| 10.Whether IQAC received funding from any of the funding agency to support its activities during the year? | No |
| <ul style="list-style-type: none"> • If yes, mention the amount | |
| 11.Significant contributions made by IQAC during the current year (maximum five bullets) | |
| 12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided). | |
| Plan of Action | Achievements/Outcomes |
| To provide an organized analysis of input from different stakeholders | A variety of users' feedback is gathered and examined to improve the program. |
| To engage in more collaborations and research initiatives | There has been planning to take on further projects. |
| To invite special experts for training in Skill development programmes and conduct awareness programmes on content enrichment and Qualifying TET exams | Various resource persons are invited for training. |
| 13.Whether the AQAR was placed before statutory body? | No |
| <ul style="list-style-type: none"> • Name of the statutory body | |

| | |
|----------------------------|--------------------|
| Name of the statutory body | Date of meeting(s) |
| IQAC | 03/03/2022 |

14. Whether institutional data submitted to AISHE

| | |
|---------|--------------------|
| Year | Date of Submission |
| 2020-21 | 15/07/2021 |

15. Multidisciplinary / interdisciplinary

Yes, ours is a interdisciplinary institution, having different diciplines in B.Ed., M.Ed., and Ph.D. programs.

16. Academic bank of credits (ABC):

No, we do not have this facility.

17. Skill development:

Pre-internship phase

1. Communication skill orientation and practice session for 2 weeks
2. Teaching skills (Micro-teaching) orientation and Practice for one month
3. ICT Practicals: ICT skills were developed through orientation and practice to use various software in classroom teaching for 2 months.

Internship Phase

1. Faculty members gave demonstration lessons followed by feedback sessions to help the trainees practice pedagogical skills during the internship.

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

We are integrating Indian Knowledge system, by providing

- Knowledge
- First hand experience
- experimentation

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

We are doing the following activities to focus on outcome-based

education:

- **Learner-centeredness: skill-based training.**
- **Regular feedback: Immediate and regular feedback for the upgrading of skills**
- **Assessment: A continuous, comprehensive assessment is done for regular improvement.**

20.Distance education/online education:

Due to the COVID pandemic outbreak, most of the classes have been done in online mode. Even the communication and microteaching programs were done in online mode.

Extended Profile**1.Student**

2.1

88

Number of students on roll during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.2

100

Number of seats sanctioned during the year

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.3

75

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

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

2.4

88

Number of outgoing / final year students during the year:

| File Description | Documents |
|------------------|---------------------------|
| Data Template | View File |

| 2.5 | Number of graduating students during the year | 88 | | | | | | |
|---|--|------------------|-----------|---------------|---------------------------|---------------|---------------------------|--|
| <table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table> | | File Description | Documents | Data Template | View File | | | |
| File Description | Documents | | | | | | | |
| Data Template | View File | | | | | | | |
| 2.6 | Number of students enrolled during the year | 98 | | | | | | |
| <table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table> | | File Description | Documents | Data Template | View File | | | |
| File Description | Documents | | | | | | | |
| Data Template | View File | | | | | | | |
| 2.Institution | | | | | | | | |
| 4.1 | Total expenditure, excluding salary, during the year (INR in Lakhs): | 42,01,000 | | | | | | |
| 4.2 | Total number of computers on campus for academic purposes | 71 | | | | | | |
| 3.Teacher | | | | | | | | |
| 5.1 | Number of full-time teachers during the year: | 12 | | | | | | |
| <table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>View File</td> </tr> <tr> <td>Data Template</td> <td>View File</td> </tr> </tbody> </table> | | File Description | Documents | Data Template | View File | Data Template | View File | |
| File Description | Documents | | | | | | | |
| Data Template | View File | | | | | | | |
| Data Template | View File | | | | | | | |
| 5.2 | Number of sanctioned posts for the year: | 12 | | | | | | |
| Part B | | | | | | | | |
| CURRICULAR ASPECTS | | | | | | | | |
| 1.1 - Curriculum Planning | | | | | | | | |
| 1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words | | | | | | | | |

The institution follows a structured process for curriculum planning, review, and adaptation to the local context. A formal meeting is convened to discuss and plan curriculum changes, incorporating local relevance. Instructors provide orientation on course content and paper titles, detailing syllabus scope, practical activities, and seminars. Faculty members employ diverse teaching strategies, such as experiential learning and ICT-based methods, transforming the syllabus to enhance engagement. Curricular and co-curricular activities focus on capacity-building for trainees and educators.

In the first semester of the B.Ed. program, a Communication Skill Training Program conducted, emphasizing oral, written, and non-verbal communication. The second semester features intensive orientation on teaching skills, including demo sessions and feedback for faculty and students. Lesson plan writing is emphasized in each pedagogical discipline.

The third semester includes internship activities with faculty-led demonstration lessons, lesson plan corrections, and student observations in schools, fostering action research. The fourth semester involves visits to residential and special schools, community service, and report submissions, completing the post-internship phase. This meticulous approach ensures a dynamic and contextually relevant curriculum tailored to the needs of the local community.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the

B. Any 5 of the above

curriculum planning process during the year
Faculty of the institution Head/Principal of the
institution Schools including practice teaching
schools Employers Experts Students Alumni

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

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

C. Any 2 of the Above

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

1.2 - Academic Flexibility

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

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

0

| File Description | Documents |
|--|------------------|
| Data as per Data Template | No File Uploaded |
| Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum | No File Uploaded |
| Academic calendar showing time allotted for optional / electives / pedagogy courses | No File Uploaded |
| Any other relevant information | Nil |

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

0

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

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

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

0

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

0

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

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

One of the above

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

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

0

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

0

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

1.3 - Curriculum Enrichment

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

The curriculum cultivates a fundamental understanding of teacher education by integrating traditional Indian school practices, instilling core principles like discipline and collaboration. Students gain an appreciation for diverse regional cultures through fine arts and theatre paper. Procedural knowledge is imparted through indigenous sports and cultural activities, preparing trainees to adapt during internships and navigate varied school environments.

Encouraging the student's competencies through hard-core paper "Communication and Expository Writing" involves reading literature and policy documents and translating theoretical knowledge into practical expertise. Participation in inter-collegiate events enhances practical skills, while internships facilitate the real-world application of acquired competencies.

The curriculum also focuses on developing essential skills such as emotional intelligence, critical thinking, negotiation, and communication. Seminars, practical activities, and tests assess these competencies, ensuring a holistic development aligned with B.Ed. standards. Celebrating national festivals and engaging in diverse activities contribute to a well-rounded education.

In summary, the curriculum seamlessly integrates traditional practices, cultural celebrations, and practical experiences, offering students a holistic education that extends beyond textbooks, nurturing a profound understanding of teacher education and equipping them with essential skills for diverse educational settings.

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

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

The institution ensures students are well-versed in the diversity of the Indian school system and its international counterparts. Students gain insights into the development of the Indian school system, exploring the varied functioning of Boards of School Education and understanding the functional disparities among them. The assessment systems, norms, and standards are scrutinized, emphasizing state-wise variations. The traditional Indian school practices, such as morning assemblies and discipline, are ingrained, fostering principles of time management, punctuality, hard work, and mutual support. Additionally, students engage in diverse literary activities, participate in inter-collegiate events, and celebrate multicultural festivals, showcasing the country's rich heritage. National festivals hold significance, and indigenous sports, along with regional cultural expressions, are encouraged. During

internships, students adhere to inclusive school practices. The institution adopts a flexible approach, adapting to various circumstances, and employs internal assessments, seminars, and practical activities to ensure adherence to Bengaluru City University's standards. Overall, the curriculum encompasses both local and global perspectives, offering a comprehensive understanding of the diverse educational landscape.

| File Description | Documents |
|--|---------------------------|
| Action plan indicating the way students are familiarized with the diversities in Indian school systems | View File |
| Documentary evidence in support of the claim | View File |
| Any other relevant information | No File Uploaded |

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

The institution ensures the comprehensive development of professional acumen in students through a diverse range of curricular experiences in the Teacher Education Programme. Papers like "Childhood and Growing Up" and "Learning and Teaching" provide a foundation in educational psychology, aiding understanding of learner behavior during internships. "Development and Management in School Education" imparts insights into school functioning during practical experiences. "Education in Contemporary India" offers a grasp of the current educational landscape. "Language Across the Curriculum" emphasizes language's role in teaching various subjects, ensuring clarity, and effective communication. "ICT in Education" exposes students to computer hardware and software, enhancing teaching effectiveness. "Communication Skills and Expository Writing" develops reading, writing, and speaking skills. "Understanding Self, Personality, and Yoga" fosters yoga practice, while "Visual Arts and Theatre" enables the creation of instructional materials and co-curricular guidance. "Action Research" equips students to address classroom challenges, while "Content and Pedagogy" imparts methods, techniques, and lesson planning skills. This varied exposure and practical experience collectively prepare students to excel as effective teachers in their future careers.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | View File |

1.4 - Feedback System

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

One of the above

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

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

Feedback collected, analyzed and action taken

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

181

2.1.1.1 - Number of students enrolled during the year

93

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

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

22

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

22

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

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

00

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

00

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

2.2 - Honoring Student Diversity

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

As it was covid pandemic situation entry level assessment to identify different learning needs was not done.

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

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

Four/Three of the above

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

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

One of the above

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

2.2.4 - Student-Mentor ratio for the academic year

0

2.2.4.1 - Number of mentors in the Institution

0

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

2.3 - Teaching- Learning Process

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

The institution employs a multifaceted approach to teaching and learning across different courses in its programs. The rationale for adopting varied modes is rooted in providing a holistic educational experience. Teachers utilize experiential learning to ensure the practical application of theoretical knowledge. Participative learning fosters active student engagement, encouraging collaborative exploration of concepts. Problem-solving methodologies enhance critical thinking and analytical skills. Brainstorming sessions stimulate creativity and idea generation. Focused group discussions facilitate in-depth exploration of topics. The inclusion of online modes aligns with contemporary educational trends, ensuring flexibility and exposure to digital resources. This diverse range of teaching methods is carefully chosen to cater to different learning styles, promoting a well-rounded understanding of the subject matter.

During interactive sessions, experiential learning (in labs like Language, Physics, Chemistry, Biology, and Mathematics) is followed to provide firsthand experience for exploring concepts and practicing teaching plans using working models/activities during internships. Participative learning occurs both inside and outside the classroom, involving dummy or working models. The institution's commitment to a multiple-mode approach reflects its dedication to enriching the learning experience and preparing students for the dynamic demands of their future professions.

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

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

0

| File Description | Documents |
|--------------------------------|------------------|
| Data as per Data Template | No File Uploaded |
| Link to LMS | Nil |
| Any other relevant information | No File Uploaded |

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

88

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

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

Five/Six of the above

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

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

Mentoring was not carried out during the pandemic situation.

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

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

Five/Six of the above

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

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

The institution's teaching-learning process is intricately designed to cultivate holistic development in students, encompassing creativity, innovativeness, intellectual and critical thinking skills, empathy, and essential life skills. Through continual mentoring efforts, students are guided to think critically and creatively, engage in experiential learning, and develop innovative problem-solving approaches. Working in teams is encouraged, fostering collaborative skills and teamwork, while addressing student diversity ensures an inclusive and empathetic learning environment. Mentorship extends to shaping students' conduct with colleagues and authorities, emphasizing professionalism and effective interpersonal communication. Moreover, the mentoring approach aids students in managing the delicate balance between home and work stress, promoting resilience and a well-rounded approach to life's challenges. To stay abreast of recent developments in education and life, mentors guide accessing relevant resources, attending workshops, and cultivating a mindset of continuous learning. In summary, the institution's teaching-learning process is a dynamic and comprehensive platform that nurtures a spectrum of skills, preparing students for success in both their academic and personal lives.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | View File |

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different

Seven/Eight of the above

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

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

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

Six/Seven of the above

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

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

All of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Details of the activities carried out during the academic year in respect of each response indicated | View File |
| Any other relevant information | View File |

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

Four of the above

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

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

Three of the above

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

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

One of the above

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

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

One of the above

| File Description | Documents |
|--|---------------------------|
| Data as per Data Template | View File |
| Samples of assessed assignments for theory courses of different programmes | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

R V Teachers College places a strong emphasis on careful planning and thorough preparation for its internship program. The college's preparatory efforts involve the strategic selection of esteemed schools recognized for their educational excellence and diverse teaching methodologies. Partnerships are formed to enhance the learning experience. Students scheduled for internship undergo a detailed orientation that provides insights into the prospective school's infrastructure and academic practices. This ensures interns are well-prepared and possess a clear understanding of their roles and responsibilities before starting their practical experience. Additionally, the college defines the pivotal role of teachers in the internship process. Clear guidelines are set for teachers who

will supervise and mentor interns throughout their internship period. These assigned teachers play a crucial role in offering guidance, support, and constructive feedback to ensure interns have an enriching experience as they embark on their journey toward becoming educators.

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | View File |

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

2.4.9.1 - Number of final year students during the academic year

88

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

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

Nine/All of the above

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

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

R V Teachers College implements a robust monitoring system throughout internships to maximize the impact of students' experiences in schools. Various stakeholders actively participate in these monitoring mechanisms. Teacher educators from the institution play a crucial role, regularly visiting assigned schools to observe interns' teaching practices and offering constructive feedback, guidance, and support. School heads have, a key role in monitoring interns' performance, providing valuable feedback and mentorship, collaborating with the college to address concerns, and enhancing resources for intern development. Partner school teachers contribute by guiding, supporting, and mentoring interns, sharing their expertise, and collaborating in co-teaching opportunities. They provide constructive feedback on lesson plans and assess progress through classroom observations. Peer observations and feedback sessions foster a supportive and collaborative environment for growth, allowing interns to reflect on teaching practices, exchange ideas, and explore innovative approaches. Through the active engagement of these stakeholders, the institution ensures close monitoring of interns' progress and provides necessary support and feedback to optimize the impact of the internship program.

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

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

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

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

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

2.5 - Teacher Profile and Quality

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

| |
|---|
| 4 |
| |

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

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

1

| File Description | Documents |
|---|---------------------------|
| Data as per Data Template | View File |
| Certificates of Doctoral Degree (Ph.D) of the faculty | View File |
| Any other relevant information | No File Uploaded |

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

13

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

27

| File Description | Documents |
|--|------------------|
| Copy of the appointment letters of the fulltime teachers | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

Teachers actively pursue professional development through various channels. They engage in in-house discussions to stay informed about current developments and issues in education, fostering a

collaborative environment that promotes continuous learning. Additionally, they share valuable information with colleagues and other institutions, contributing to a broader exchange of insights on policies and regulations. These efforts extend beyond the confines of their classrooms, as faculty members attend seminars, workshops, and symposiums assigned by management, ensuring they are well-versed in the latest teaching methodologies and educational advancements. Furthermore, during the Covid-19 pandemic, teachers have adeptly participated in online webinars, workshops, and quizzes at local, national, and international levels, showcasing their commitment to staying professionally updated even in challenging circumstances. Through these multifaceted efforts, teachers actively contribute to their own growth and enhance the educational landscape by staying up-to-date of the dynamic field of education.

| File Description | Documents |
|---|---------------------------|
| Documentary evidence to support the claim | View File |
| Any other relevant information | No File Uploaded |

2.6 - Evaluation Process

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

The institution adheres to Continuous Internal Evaluation (CIE) guidelines established by Bangalore City University for its two-year B.Ed. program initiated in the academic year 2015-16. The CIE framework emphasizes assignments, projects, presentations, weekly tests, internal assessments, practical lessons, practice teaching, and examinations. This approach aims to promote peer learning, and mentorship, and enhance students' public speaking skills. For theory papers, internal assessment constitutes 30% of the total marks, with 10 marks allocated for internal tests and 20 marks for assignments. These assignments and seminars serve as platforms for fostering creativity and encouraging out-of-the-box thinking, prompting a reevaluation and modification of teaching strategies. Students facing challenges such as illness or participation in extracurricular activities are accommodated, allowing them to submit assignments within the stipulated time. The examination papers, set by university examiners, maintain a balanced distribution of questions from each unit of the course, providing equal weightage to ensure comprehensive assessment across all aspects of the curriculum.

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

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

Three of the above

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

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

Our college has an efficient and active mechanism for addressing grievances related to examinations. Initially, students are informed about both internal and external evaluation processes for each semester, including the assessment criteria. This awareness contributes to the smooth functioning of the Teacher Education Institution (TEI). Students are familiarized with the committee and designated individuals to approach for grievance resolution. Comprehensive orientation on internal assessment criteria, along with timely guidance and feedback, aids in students' improvement. Periodic class re-tests cater to absentees and those with lower scores. For internal assessment grievances, students can directly

contact the relevant course in-charge/teacher. If the suggested resolution by the teacher is accepted, no further action is required, and the principal is notified in writing. In cases of serious concerns, the Principal, Examination in charge, and Committee members collaborate to address and resolve the grievance within the specified timeframe.

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

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

The college diligently follows the academic calendar by Bengaluru City University's notifications and regulations, ensuring a comprehensive mechanism for internal evaluation. The calendar, communicated through notice boards and WhatsApp groups, is designed to enhance awareness through various activities. Academic planning is meticulous, aligning with course objectives and learning outcomes, covering semester schedules, assessments, examinations, internships, and curricular/co-curricular events. Examination procedures adhere to the guidelines of the Bengaluru City University, with our college overseeing effective implementation. Students are well-informed about the evaluation process, following guidelines from Bengaluru City University. At the semester's outset, rules are communicated, and an academic calendar with tentative exam dates is displayed. The Principal monitors the overall internal assessment process, where teachers plan teaching and evaluation schedules in consultation. Internal evaluation types and schedules are coordinated with the Principal, ensuring alignment with overall academic plans, and avoiding overlaps with other activities. The decision on assignment dates considers syllabus completion, mid-semester breaks, and college events. This meticulous process underscores the institution's commitment to adhering to the academic calendar for effective internal evaluation.

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

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

The college's curriculum is meticulously crafted to align with the envisioned learning outcomes, consistent with its mission and vision. The institution adopts a student-centric teaching-learning approach, emphasizing experiential and participatory learning, problem-solving, and more. The expected behavioral changes, delineated in course outcomes, are methodically mapped to program outcomes to gauge differential improvements and final achievements. Pedagogies are tailored to align with course outcomes, structured based on the development of knowledge, skills, and attitudes, and systematically linked to program outcomes. The cognitive dimension of teaching involves various interactive methods, including reflections, discourses, discussions, inquiries, and collaborative activities. Practical activities, aligned with Program Learning Outcomes (PLO), encompass assignments, seminars, observations, journal studies, and action research for B.Ed. students. Research work maintains global standards, focusing on emerging educational issues and fostering research skills. Guest lectures enrich disciplinary knowledge and its practical applications, bridging gaps between special schools and others. The institution organizes and participates in various seminars, workshops, webinars, and practical sessions in Computers and ICT to enhance skills for effective online teaching, ensuring a seamless alignment with the stated Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs).

| File Description | Documents |
|--|---------------------------|
| Documentary evidence in support of the claim | View File |
| Any other relevant information | View File |

2.7.2 - Pass percentage of Students during the year

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

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

- The best way for teachers to help students learn better is by using quizzes, tests, assignments, and other regular assessments in their classes.
- Teachers use the outcomes of these assessments because they directly connect to the goals of classroom teaching. Additionally, the results are quick and simple to analyze for each student.
- To use classroom assessments to improve, however, teachers must change both their approach to assessment and their interpretation of the results. In particular, they need to see their assessment as an integral part of the instruction process and as important in helping students learn.
- Even though assessment is crucial in education, some teachers don't get proper training in creating or understanding assessments. Without specific training, teachers depend too much on tests and teaching materials.
- They consider assessments as tools used mainly after instructional activities are finished, aiming to assign grades to students.

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

2.7.4 - Performance of outgoing students in internal assessment

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

activities during the year

88

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

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

- The evaluation of Course Outcomes is determined by students' performances in both curricular and co-curricular activities. This assessment also takes into account their participation in class activities, laboratory work, and utilization of ICT, completion of assignments, internship records, and involvement in departmental activities during various examinations.
- Students' performance is consistently observed in various aspects, including their attendance, engagement, participation in class discussions, and overall behavior. The results of internal examinations offer an initial indication of their learning outcomes.
- Before the Continuous Proficiency Assessment Examinations in the B.Ed program, seminars, assignments, micro-teaching, and practice teaching were organized in core subjects. This was done to ensure thorough preparation through student presentations in these core subjects.

In addition to semester and internal exams, the faculty also administers extra class tests intending to enhance the overall class performance. The programs offered are customized to align with educational objectives and teaching methods. Given that the program focuses on human well-being, assessments are centered around the competence and skill development outlined in the program objectives. This coordination aligns with the vision of both the institution and Bangalore City University.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.rvtc.edu.in/en/wp-content/uploads/2024/04/SSS-20-21.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work

One of the above

Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

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

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

One of the above

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

3.2 - Research Publications

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

Nil

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

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

0

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

3.3 - Outreach Activities**3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year**

0

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

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

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

0

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

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

0

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

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

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

Nil

| File Description | Documents |
|--|------------------|
| Relevant documentary evidence for the claim | No File Uploaded |
| Report of each outreach activity signed by the Principal | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

0

| File Description | Documents |
|---|------------------|
| Data as per Data Template | No File Uploaded |
| Appropriate certificates from the awarding agency | No File Uploaded |
| Any other relevant information | No File Uploaded |

3.4 - Collaboration and Linkages

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

0

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

0

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

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

0

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

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

None of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

Ensuring a stimulating teaching-learning environment, R V Teachers College in Bengaluru offers comprehensive physical infrastructure amenities that meet the minimal specifications stipulated by regulatory organizations. The facility has integrated labs, well-equipped classrooms, and necessary technology tools and equipment to provide efficient hands-on learning across various disciplines. The college has a small sports field that meets the objectives of physical education and encourages the overall development of its students.

The college provides access to state-of-the-art technology for research and educational purposes, meeting the requirements for computing facilities. The college has the necessary classrooms, staff rooms, an auditorium, seminar halls, office rooms, and laboratories for teaching computer science, psychology, and science. It also includes several bathrooms catering to both genders and a well-stocked library with over 15,000 books. Overall, the institution is dedicated to fulfilling the requirements set forth for students, guaranteeing that students have access to a comprehensive development of the teaching personality of student teachers.

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

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

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

7

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

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

57470

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

4.2 - Library as a Learning Resource

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

The college library is enriched regarding the availability of textual resources consisting of textbooks, reference books, e-books, national policies/documents, journals, e-journals, abstracts, magazines, encyclopedias, dictionaries, and dissertations and newspapers. For the ease of the users, the library is divided into various sections general Reference Section, Periodical Section, Research Section, Photocopying Section, Subject Wise Books Section, and browsing Room. To fulfil the Vision and Mission of our institution our library has more than 14511 books, 40 sets of Encyclopedia, 138 Maps, 8 journals, 4 magazines and 02 daily newspapers, and 04 computers with an internet facility of 20 bMbps speed, The college has subscribed to services of the National Library and Information Services Infrastructure for Scholarly Content (N-LIST) under ID 6516, and it provides access to more than 6,000 e-journals and more than 1, 90,000 e-books. The institution library is partial automation using LIBSOFT software of version 12.0

including all the models, viz., Acquisition, Circulation and Serial Control with Bar Code in 2011.

Name of ILMS software: LIBS

Version: 12.0

| File Description | Documents |
|--|---------------------------|
| Bill for augmentation of library signed by the Principal | View File |
| Web-link to library facilities, if available | Nil |
| Any other relevant information | View File |

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

The library of the college was established in 1954, since then library has made consistent progress in terms of collection of books, periodicals, e-resources and other services. The college library is enriched regarding the availability of textual resources consisting of textbooks, reference books, e-books, national policies/documents, journals, e-journals, abstracts, magazines, encyclopedias, dictionaries, and dissertations and newspapers. For the ease of the users, the library is divided into various sections general Reference Section, Periodical Section, Research Section, Photocopying Section, Subject Wise Books Section, and browsing section. To fulfil the Vision and Mission of our institution our library has more than 14? 511 books, 1441 reference books, 8 journals, 4 magazines and 02 daily newspapers, and 04 computers with an internet facility of 20 Mbps speed, The college has subscribed to services of the National Library and Information Services Infrastructure for Scholarly Content (N-LIST) under ID C-6816, and it provides access to more than 6,000 e-journals and more than 1,90,000 e-books. The institution library is partially automated using LIBSOFT software version 12.0, including all the models, viz., acquisition, circulation, and serial control with bar code in 2011.

Name of ILMS software: LIBS

Version: 12.0

Year of automation: 2011

| File Description | Documents |
|--|---------------------------|
| Landing page of the remote access webpage | View File |
| Details of users and details of visits/downloads | View File |
| Any other relevant information | No File Uploaded |

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

Four of the above

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

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

Nil

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

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

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

01

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

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

None of the above

| File Description | Documents |
|--------------------------------|------------------|
| Data as per Data Template | No File Uploaded |
| Any other relevant information | No File Uploaded |

4.3 - ICT Infrastructure

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

The library of the college serves as a gateway to the world of knowledge for prospective teachers by offering a wide spectrum of books to ignite their minds and cultivate reading habits. The library provides free Internet access with high-speed broadband, and Wi-Fi facilities which students require, and faculty for conducting research, writing research papers, other assignment oriented activities, field work-related information, etc. The college has

subscribed to services of the National Library and Information Services Infrastructure for Scholarly Content (N-LIST) under ID C-6516. The National Library and Information Services Infrastructure for Scholarly Content (N-LIST) provides access to more than 6,000 e-journals and more than 1,90,000 e-books. The college also provides a remote login facility for all student teachers and faculty members to access digital resources for their academic work and progress.

The software 'LIB SOFT' is used by the staff and the students to search the database of books based on author, title, and subject catalogs through LIB SOFT barcoding of all books and the circulation of barcoded books after scanning.

| File Description | Documents |
|---|---------------------------|
| Document related to date of implementation and updation, receipt for updating the Wi-Fi | View File |
| Any other relevant information | No File Uploaded |

4.3.2 - Student – Computer ratio during the academic year

3:1

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

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

E. < 50 MBPS

| File Description | Documents |
|--|---------------------------|
| Receipt for connection indicating bandwidth | View File |
| Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth | No File Uploaded |
| Any other relevant Information | No File Uploaded |

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

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

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

Nil

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

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

The institution has a well-established procedure in place for managing the upkeep and application of its physical academic and support spaces. The institution has efficient procedures in place for replacing and repairing the furniture and other equipment that

is available on campus. The college's laboratories are fully operational and furnished with all required tools, supplies, and equipment. Fire extinguishers are also included. Each laboratory maintains a stock register. The college library is kept up to date with the evolving needs of its student body. The college committee oversees the library's operations and handles any issues. The library's regulations must be scrupulously followed when maintaining and using its resources. Employees are responsible for maintaining the college's general cleanliness and the daily upkeep of support facilities such as restrooms, safe drinking water, trash disposal, fire extinguisher replacement, electrical repair, plumbing, and water tanks.

The alternative source is the diesel generator. The Sports Committee is in charge of improving and maintaining the students indoor and outdoor sports facilities. Regular upkeep is performed on the playgrounds and sports courts. The trust appoints full-time gardeners who keep the campus green and healthy.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable

Five/Six of the above

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

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

D. Any 1 of the above

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

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

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

5.2 - Student Progression

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

| | |
|---|-------------------------------------|
| Number of students placed as teachers/teacher educators | Total number of graduating students |
| Nil | Nil |

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

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

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

10

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

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

Nil

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

5.3 - Student Participation and Activities

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

The institution features an active Student Council that runs a number of extracurricular programs and activities under the name Cultural Forum that either directly or indirectly support the teacher-making process. This body actively shapes the institutional landscape, functioning as a dynamic and engaged entity. By taking an active stance, it improves student welfare and enhances the educational environment. Also, the council guarantees that students' opinions are heard by holding frequent discussions with teachers and management, which promotes a cooperative environment. To provide opportunities for holistic growth, the council is in charge of organizing seminars, guest lectures, and skill-enhancement programs that complement the curriculum. The following are the committees constituted under the banner of Student's Association; Placement Cell, Language Club, Science Club, Community Living Camp, Excursion Attendance and Discipline, Tests & Examination, College Magazine Committee, Humanities Club and Youth Red Cross Committee.

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

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

00

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

5.4 - Alumni Engagement

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

Since the institution's founding in 1954, R. V. Teachers College has maintained an alumni organization of former students. Promoting the well-being of college alumna is the same objective as cultivating a lifelong bond with one's alma mater. One of the greatest assets of an institution is a robust and well-established alum association, which may support the college's many developmental initiatives. The alumni association always fosters networking possibilities to assist fresh graduates in pursuing their career transitions. It helps to maintain a network of previous students who will further expand the college's networking opportunities and increase its profile. The association promotes loyalty and the overall well-being of the college.

Due to the COVID-19 outbreak, no programs have been organized by the institution involving the Alumni Association for the academic year 2020-21.

| File Description | Documents |
|--|------------------|
| Details of office bearers and members of alumni association | No File Uploaded |
| Certificate of registration of Alumni Association, if registered | No File Uploaded |
| Any other relevant information | No File Uploaded |

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in

None of the above

**the in-house curriculum development
Organization of various activities other than
class room activities Support to curriculum
delivery Student mentoring Financial
contribution Placement advice and support**

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

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

00

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

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

Alumni Association as a supportive system for the institution, the representatives of association suggest various plans to the college administration to nurture and develop the talents of the students. The direct involvement of the association in recognizing, nurturing, and furthering talents could be experienced in the following activities:

Every year, members of the association organize some academic events on general and teacher education topics. Unfortunately, this

programme was planned this year but postponed due to pandemic situations.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

R V Teachers College aims to foster a conducive climate that will ensure the integral formation of prospective teachers, shining in greater competence, commitment, and compassion.

Mission

The Rashtreeya Vidyalaya Teachers College wants to be the best teacher education organization nationwide by using cutting-edge methods to deliver top-notch curriculum. Additionally, it gives slow learners the chance to raise their game through the range of initiatives designed to fulfill the institution's multiple goals. In addition, by providing all of these resources, the institutions hopes to fulfill its objective of identifying gifted kids and assisting them in developing their potential.

Vision

Achieving excellence in the field of teacher education.

The faculty members receive their academic assignments from the head of the institution according to their specialization in hard-core and soft-core papers, along with extra duties, including performing tasks related to several committees established to ensure the efficient operation of institutional operations while keeping the vision and goal in mind.

Regular staff meetings were held to ensure careful planning and maximum employee collaboration in completing assigned tasks. The

program schedule and memos about the events are shared with the staff and students via notice boards, WhatsApp groups, and email.

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

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

In order to ensure that the college runs smoothly and abides by its vision and goal, R.V. Teachers College has embraced decentralization and participatory management processes. Its employees' potential can be used more significantly by implementing this. The institution assigns particular responsibilities to the hierarchy after determining the potential of its stakeholders in order to make the most use of the employees' skills.

Participative management is usually advantageous since it fosters a culture that values each employee's contribution and encourages people to participate in decision-making. The institution's head and the IQAC coordinator constantly work together in this respect by allocating specific tasks according to the needs. The institution also has a habit of working cooperatively, which the IQAC Coordinator oversees. Student orientation sessions are conducted by the many portfolios entrusted to the faculty members, such as the student association, teaching practice, community-related activities, various clubs, etc.

The faculty members plan and carry out their assigned responsibilities as a collective and collaborative enterprise with the assistance of the ministerial staff. The IQAC and the H.O.I. coordinator oversee this work by providing insightful recommendations for the efficient operation of all extracurricular and academic programs.

| File Description | Documents |
|--|---------------------------|
| Relevant documents to indicate decentralization and participative management | View File |
| Any other relevant information | No File Uploaded |

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

After each fiscal year, the organization routinely performs internal and external financial audits. The auditors frequently visit the college, checking all financial transactions using the accompanying documentation and the appropriate authority's clearance. They create and carry out procedures to get a reasonable assurance regarding whether there are no substantial misstatements in the financial accounts. They provide the college with an audit report for an accurate and fair assessment of the financial accounts based on this kind of audit. The Auditor and Management will sign and approve these financial statements. Auditors provide an "audit report" based on the audited financial statements.

The principal oversees the institution's general management and academic operations, ensuring they adhere to mandatory rules and management policies. Additionally, all administrative actions are impartial and open. A portion of the library is automated. Newspapers, magazines, journals, and books must all be properly maintained to guarantee appropriate cataloging and classification.

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

6.2 - Strategy Development and Deployment

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

Technology play a very predominant role in the 21st century class room .Prospective teachers are to be educated with various skills associated with ICT usage. An attempt has been made in this regard by the faculty and oriented them in the following areas like;

Artificial intelligence in Education, Assessment soft ware's and grammar with the following Objectives.

- To improve student-teachers' ICT proficiency in relation to artificial intelligence in the classroom.
- To give student instructors the tools they need to understand how to use various artificial intelligence in education technologies, such as Gemini, Notion, and Chat GPT.
- To incorporate a variety of assessment tools, such as Mentimeter and Quizlet into the teaching process.
- To improve the soft skills related to learning English, such as grammar and pronunciation clarity.

The exams created by student instructors are also utilized by them in their internship program. In addition, faculty members were urged to pursue research projects, publish papers in journals that are listed under UGC's care, Scopus, and WOS, as well as to take part in MOOC courses, FDPs, workshops, and refresher courses. Two other key strategic initiatives are to host academic events like conferences and seminars and to fortify the alumni association.

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

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

The R.V. Teachers College's organizational structure is intended to support the staff and students by means of appropriate governance and collaborative management with all of its stakeholders. The R.S.S.T. is in charge of the institution. The organization is governed by a council that consists of members and operates under the capable direction of the chairman. The governing council meets to make important decisions pertaining to academic, administrative, and financial affairs.

Student representatives and the relevant faculty member in charge oversee the extracurricular and academic activities. The ministerial staff makes an effort to ensure that university exams and

institutional internal assessments run smoothly. The utilization of books and electronic resources is monitored by the library personnel.

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

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

None of the above

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

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

Around the world, educational institutions were forced to close as a result of COVID-19. Instructors were urged to start using ZOOM and WhatsApp groups for their classes. The WhatsApp groups between mentors and mentees provided the students' academic demands. In order to keep students interested and involved, IQAC chose to use the paid Zoom platform to host webinars, guest lectures, competitions, celebrations of national holidays, and other events. Periodically, remote learning was examined. The online format of teaching-in-practice provided student teachers with a novel experience. We looked at how online classes were run and the steps

professors took to make their lesson plans available online.

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

6.3 - Faculty Empowerment Strategies

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

The college is concerned about the physical and psychological well-being of all the stakeholders. The management builds an inclusive culture and creates a family atmosphere in the campus.

- The institution provides academic support for staff training, skill upgradation, attending conferences, workshops, FDPs, refresher and orientation courses.
- Individual faculty and staff cabins are provided with Desktops and LAN connectivity.
- Statutory welfare measures such as Gratuity Fund, Employee Provident Fund and ESI to non-teaching staff members.
- Educational fee concession for the children of staff members studying in campus institutions.
- Co-operative Management which provides Maternity and Paternity provisions. promotional Benefits, OOD facility for seminars, conferences, and training and staff receiving State, national and International awards and on Completion of PhD awards are felicitated by the institution.

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

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

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

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

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

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes**0**

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

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

Performance appraisal for teaching staff

After each year, the internal quality assurance cell and the college administration conduct an employee performance review system for the teaching staff. Using a scale of 1 to 5, which represents "very weak to very good," the principal, management, and students conduct an objective assessment of each employee. Following analysis and submission of the results to the secretary and registrar, who interns educate the staff with gratitude and recommendations, the feedback from the aforementioned students is received.

Performance appraisal for non- teaching staff

The Secretary and Registrar of the institution gather oral information on the non-teaching staff from the teaching staff and principal in order to conduct the Performance Appraisal of that staff. After compiling and critically analyzing the data, the Secretary notifies each member of the non-teaching staff on their performance in writing.

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of

internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The internal audit

- The college is run by the Rashtreeya Vidyalaya Education Trust; it has the system of campus finance manager who takes care of the financial status of the institutions
- The annual as well as quarterly financial auditing of our college is done by the institutional auditor, who is duly approved by the management.
- At the end of every quarter of the financial year, the accounts of the college is audited and the auditor submits a report.
- The annual audit is done internally by the institutional auditor at the beginning of April.

The External Audit

The external audit of accounts of our college is done annually by the auditor from the Regional Directorate of Collegiate Education and the AG auditor Karnataka State. The external audit report is attached.

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

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

Nil

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

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

Our college is an aided institution, and hence we get the grant-in-aid towards the salary of half of the faculty. Our students also avail various scholarships from central and state governments as per government notifications for educational support.

Nearly all costs, including salaries, infrastructure, daily expenses, and costs related to the lab and library, are managed by the management. The parent institution assists us in raising an increasing amount of money to provide the students with a clean, well-equipped campus. Another source of major income is the college fees paid by the students who gets admission under the management quota. The NGO's with the name, ZENITH and ROTARY offers the major scholarship programme for Educational Support, given to the students, properly identified by the faculty and scrutinized by the HOI. The college strives to save money from the college fees by minimizing the expenses on the enlisted programmes and maintenance works. The optimal utilization of the funds rests in the hands of institutional secretary, registrar and finance manager.

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

6.5 - Internal Quality Assurance System

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

Determining each member's job and ensuring that they understand it is one of the procedures used to strive for excellence. Ensuring quality is ensured by considering pupils' different demands, as represented by instructors during meetings. Decisions are made with them in mind. A few excellent initiatives are chosen, and the cell strives to see those through to completion. Additionally, it arranges for curriculum transactions. Every program has a teaching plan created at the start of the academic year to support experiential and participatory learning. Examining the teaching-learning process is a crucial step. Teacher evaluations are carried out to identify a teacher's areas of strength and growth. The teaching staff meets both formally and informally to discuss how the execution of the lesson plans is going. Teachers' professional development is tracked, and they are encouraged to continue growing professionally. It promotes improving the institution's research culture. In order to enhance the caliber of the programs that are carried out, stakeholders and participants provide input, which is then methodically examined and addressed.

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

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

The college's IQAC has worked hard to improve the institution by creating a number of mechanisms to evaluate the efficiency of the teaching-learning process as well as the organizational structures and methods. Before the start of each academic year, adequate space in classrooms, high-quality tools and equipment in laboratories, relevant knowledge resources in the library, and ICT capabilities in classrooms, labs, and the library are guaranteed. Participation from a large number of faculty members in workshops on syllabus revision improves readiness for efficient teaching and learning in the classroom. The courses are scheduled in the calendar by taking into consideration a number of elements, including the co-curricular and extracurricular activity schedules and the courses' nature

(compulsory, optional, add-on, remedial, etc.).

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

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

Nil

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

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

| File Description | Documents |
|--|------------------|
| Data as per Data Template | No File Uploaded |
| Link to the minutes of the meeting of IQAC | Nil |
| Link to Annual Quality Assurance Reports (AQAR) of IQAC | Nil |
| Consolidated report of Academic Administrative Audit (AAA) | No File Uploaded |
| e-Copies of the accreditations and certifications | No File Uploaded |
| • Supporting document of participation in NIRF | No File Uploaded |
| Feedback analysis report | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

The institution would like to highlight the following activities of the IQAC:

- Regular TET, CTET and CET Coaching for Student Teachers
- Organizing seminars, workshops and invited lectures for student teachers and teacher educators.
- Meaningful celebrations of national and special day festivals

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy

policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

Nil

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

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

The institution is dedicated to conserving the environment by handling various kinds of waste with care. Periodically, the town municipality receives solid waste (papers, food scraps, and dust from the campus and classrooms) for appropriate disposal. For this reason, we have a space set aside as a waste management dump yard. There are dust bins located across the campus where solid trash is gathered and subsequently given to the town's BBMP. Bio garbage is collected in a covered cement tank and includes dried leaves, flowers, fruits, and vegetable peels. Organic manure made from this waste is applied to newly planted trees. We have a sewage treatment plant (STP) where water is recycled.

A procedure is set up for managing electronic garbage, or "e-waste," which includes things like batteries, pen drives, mobile phones, laptops, connections, keyboards, chips, and bulbs. These products are gathered in a clear container and delivered to a company specializing in ecologically responsible e-waste disposal.

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

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

One of the above

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

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

One of the above

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

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

R V Teachers College prioritizes keeping the campus clean by the Prime Minister's "Swachh Bharat Mission." This sets a positive example for students, instructors, and other staff members.

Maintaining Cleanliness in the College:

- Ensure that the classrooms are tidy.
- Position garbage cans throughout the house.
- Motivate instructors and students to dispose of items immediately after using them.
- Regularly clean the campus's facilities.

Sanitation:

- Individual cleanliness
- Potable water that is safe to use
- Get rid of the wastewater.
- Handle solid garbage with care.
- Be mindful of the surroundings in which we live.

Healthy and Pollution-Free Environment:

- Make use of reusable water bottles.
- Handle electronic garbage with care.
- Install LED lighting at the college.
- Place trash cans around.
- Manage the campus's garbage.
- Steer clear of plastic at the institution.
- In classrooms, use chalk that doesn't produce dust.
- Only print or photocopy as needed.
- Smoking is not permitted anywhere on campus.

| File Description | Documents |
|--|------------------|
| Documents and/or photographs in support of the claim | No File Uploaded |
| Any other relevant information | No File Uploaded |

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

One of the above

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

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

Nil

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

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

We think it's important to support both teachers and students by monitoring and advising student progress. We put a lot of emphasis on helping students become leaders by exposing them to actual work environments. Our college has a well-established administrative and pedagogical management system that fosters an open and collaborative work environment. Implementing resource management strategies is intended to promote planning, efficient use of financial resources, and performance enhancement. We adhere to consistent and routine auditing and budgeting processes. In order to promote a true academic atmosphere, our university upholds an effective internal quality management system, inclusive practices, and solid partnerships with stakeholders.

In order to preserve natural resources, we place a strong emphasis on responsible environmental interaction. Making an environmentally friendly space that increases kids' energy is one of the main projects. In order to help society meet its needs, we teach our pupils about interconnection, resilience & balance.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic

E. None of the above

sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

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

7.2 - Best Practices

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

At R V Teachers collegel, we think it's important to support both teachers and students by monitoring and advising student progress. We put a lot of emphasis on helping students become leaders by exposing them to actual work environments. Our college has a well-established administrative and pedagogical management system that fosters an open and collaborative work environment. Implementingresource management strategies is intended to promote planning, efficient use of financial resources, and performance enhancement. We adhere to consistent and routine auditing and budgeting processes. In order to promote a true academic atmosphere, our university upholds an effective internal quality management system, inclusive practices, and solid partnerships with stakeholders.

| File Description | Documents |
|---|------------------|
| Photos related to two best practices of the Institution | No File Uploaded |
| Any other relevant information | No File Uploaded |

7.3 - Institutional Distinctiveness

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

Nil

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