



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

R V Teachers College , IASE

- Name of the Head of the institution **Dr. S. Karthiyayeni**
- Designation **Principal (In -charge)**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **08069115477**
- Mobile No: **9449341134**
- Registered e-mail ID (Principal) **principal,rvtc@rvei.edu.in**
- Alternate Email ID **karthiyayeni.rvtc@rvei.edu.in**
- Address **Jayanagar, II block**
- 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 **Bangalore CityUniversity**
- Name of the IQAC Co-ordinator/Director **Dr. Shalini Rao. N**
- Phone No. **08069115477**
- Alternate phone No.(IQAC) **9481487544**
- Mobile (IQAC) **9481487544**
- IQAC e-mail address **shalinirao.rvtc@rvei.edu.in**
- Alternate e-mail address (IQAC) **shalinirao.rvtc@rvei.edu.in**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) <https://www.rvtc.edu.in/en/wp-content/uploads/2024/04/aqar-20-21.pdf>

4.Whether Academic Calendar prepared during the year? **Yes**

- 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	85.24%	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	-

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

- Upload latest notification of formation of IQAC No File Uploaded

9.No. of IQAC meetings held during the year 01

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? No
- (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

- If yes, mention the amount

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

1. IQAC oriented the students in the beginning of the academic year regarding various student support services of the institution like Career Guidance and Counselling Cell, Grievance Redress Cell, Anti-Ragging Committee and Placement Cell.

2. IQAC also gives information to the students about various support services being given by Government, NGOs etc. with regard to financial support (scholarship), accommodation etc.

3.Feedback and suggestions are received from students by the IQAC at the end of the academic year regarding the student support services of the institution for quality assessment and improvement.

4. 360 degree evaluation is done and feedback mechanism is executed at the end of each semester for quality enhancement and improvement by the IQAC committee.

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
Nil	Nil

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

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Part A

Data of the Institution

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• Location	Urban
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• Name of the IQAC Co-ordinator/Director	Dr. Shalini Rao. N				
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3.Website address					
• Web-link of the AQAR: (Previous Academic Year)	https://www.rvtc.edu.in/en/wp-content/uploads/2024/04/aqar-20-21.pdf				
4.Whether Academic Calendar prepared during the year?					
Yes					
• if yes, whether it is uploaded in the Institutional website Web link:					
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Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
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Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
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Plan of Action	Achievements/Outcomes	
Nil	Nil	
13.Whether the AQAR was placed before statutory body?	No	

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021-2022	15/07/2021

15. Multidisciplinary / interdisciplinary

This College is permanently affiliated with Bangalore City University. The Bangalore city University has framed the design of the course as per Norms of guidelines of Higher Education of Karnataka and of NCTE.

16. Academic bank of credits (ABC):

Academic flexibility will be ensured by allowing students to attend one course from another institution of similar repute. Being an affiliated college the institution is in the process of studying the guidelines of UGC, Central Government, State government & Universities and will redesign the future Curriculum with in the bounds of university curriculum at the Institution level by keeping the norms for the easy implementation and transfer of Academic bank of credits, if recommended by the Bangalore City University in the coming academic years.

17. Skill development:

The Institution gives utmost priority for the skill development in the training of teachers. The existing curriculum has been planned and implemented the most needed skills for the 21st century teachers on communication skills, micro teaching skills. content enrichment course is conducted through out all the semesters, further the head of the institution and the faculty members were in tune to enhance the teaching skills at various levels by conducting teaching skills workshop and introducing them to different methodology as per the need of the 21st century learners which is implemented by our student trainees at pre-internship,, internship and postinternship

programmes. The personality of the student teachers were groomed at all levels through various curricular and co-curricular activities.

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

The future Curriculum in Schools based on NEP(2020), has recommended the introduction of an engaging course as electives to secondary school students on "Indian Knowledge systems". In view of this, the institution will make attempts to design teacher training courses to enable the pre service teachers to appropriately integrate "Indian knowledge System" in school set up. The Institution has made an attempt to introduce the indian folklore through various pedagogy subjects with its purview of the institution and baangalore city university syllabus.The Institution has offered a number of Indian languages as Pedagogical subjects as prescribed by the baangalore city university syllabus in pedadogical subjects, as per the need of the students.

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

The Institution ensures that the curriculum in all soft core and hard core courses is executed in accordance with the stated CLOs & PLOs. B.Ed program encourages outcome-based education through various curricular and co-curricular activities which is conducted through out the B.Ed course which focuses on the development of wholesome personality of the student teachers. Outcomes are encouraged in terms of knowledge, attitude, skill, and competency levels among the student trainees. constuctive feedback mechanism is adopted to groom the student trainees as effecient teachers of the 21st century.

20.Distance education/online education:

During the pandemic outbreak, as per the government order, the college was bound to teach through online mode. The management and staff of the college are committed to use technology in education. On this strategic plan, the management is very supportive of upgrading the facilities of ICT to online teaching and evaluation. Besides regular classes, a number of webinars, workshops, and special events were conducted through the use of G suite products such as Google Meet, Google Classroom as well as Zoom. The effectiveness of such classes was enhanced by the use of a chat box and interactive whiteboards. The internet connectivity in the college was enhanced to meet the growing requirements of the faculty. Special sessions were conducted to

make the students proficient in making and editing short videos, organizing online quiz competitions, and digital posters designing. The college administration has addressed the issue of the digital divide and has supplied gadgets to students who are in need of them. Many faculty members were encouraged to do online courses through the SWAYAM portal, coursera.

Extended Profile

1.Student

2.1	190
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	68
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	88
Number of graduating students during the year	

File Description	Documents
Data Template	View File

2.6	86
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1	1,145,741
Total expenditure, excluding salary, during the year (INR in Lakhs):	

4.2	45
Total number of computers on campus for academic purposes	

3.Teacher

5.1	15
Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	15
Number of sanctioned posts for the year:	

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

RV Teachers college (IASE), Bengaluru is affiliated to Bangalore city University, Bangalore, Karnataka and follows the curriculum prescribed by the University in an effective manner. The inputs taken from different stake holders such as teachers, alumni, heads

of institutions, students and administrators are discussed in the staff meetings. Faculty makes specific observations during transaction of the curriculum and in internship, further suggest the need for modification and in curriculum transaction is noted. At the commencement of the academic year, the Principal conducts the meeting along with the faculty members, Academic Calendar is prepared in accordance with the University calendar. Subjects are allocated to faculties based on their subject expertise and interests well in advance. Time Table for every academic year is prepared in consultation with the Principal with even and proper workload distribution. The college arranges an array of co-curricular activities and content enrichment classes to enrich the curriculum. All classrooms are ICT-equipped and Wi-Fi-enabled supports interactive classroom teaching. College library is well equipped and has a subscription to numerous journals so that both students and teacher educators can keep updated to the latest trends in their respective subjects. Results are analysed periodically and provide feedback to the slow learners.

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

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

C. Any 3 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
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	B. Any 3 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	https://www.rvtc.edu.in/en/wp-content/uploads/2024/04/CLO-B-Ed.docx.pdf , https://www.rvtc.edu.in/en/wp-content/uploads/2024/04/PLO-B-Ed.docx.pdf , https://www.rvtc.edu.in/en/wp-content/uploads/2024/04/CLO-M-Ed.docx.pdf , https://www.rvtc.edu.in/en/wp-content/uploads/2024/04/PLO-M-Ed.docx.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	View File

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

09

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

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

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

00

File Description	Documents
Data as per Data Template	View File
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

00

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

00

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

All of the above

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

00

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

00

File Description	Documents
Data as per Data Template	View File
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.

Before the commencement of regular classes, the students are given a coherent understanding of different Teacher Education programmesthrough induction programme. In the two year B.Ed. Course, the curriculum structure provides insights about the child psychology, Adolescence, role and status of teacher, professional ethics, Gender equality and equity, philosophy of education, Human values, environment and sustainability. The College provides equal opportunity for all through gender equality. In compulsory paper, Development of secondary education in India in first semester deals with girl's child education, education for deprived class and their rights and in compulsory paper Gender school and Society, topics related to prevention of abuse and violence of women and children. Role of gender equality and equity and issuesis dealt. participative learning and brainstorming sessions were held during the teaching -learning process.

In the first semester, communication skill workshop is conducted followed by teaching skill workshop to gain confidence and apply the same during their macro lesson. training is provided to use ICT skills to present seminars.

Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with

others are developed by celebrating the days of importance among the students trainees.

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

RVTC has its unique way of training the students to adopt and adjust themselves locally and globally to the standards and demand of the society. During the curricular instruction the following aspects are taken care

1. **Development:** Historical context, key milestones, evolution of different boards (CBSE, ICSE, State Boards) and also residential schools like Mooraji Desai schools, Navodaya Schools, and special schools.

2. **Boards:** Functions, philosophies, curriculum frameworks, teaching methodologies of each board are discussed among the students.

3. **learning skills:** Emphasis on learning skills of 21st century and maxims of teaching

4. **Assessment systems:** Continuous vs. final exams, exam structures, types of assessment, marking vs grading rubrics, internal vs. external evaluation, diverse grading scales.

5. **Norms & standards:** Dress codes, disciplinary measures, code of conduct, co-curricular activities conducted in the Institution are explained to the students.

7. International perspective: Comparisons with other educational systems, global trends in education, challenges and opportunities.

Techniques: Case studies, guest lectures, debates, simulations, comparative analysis of exam papers, are done on the timely basis for the student trainees.

students are made to analyse and study the admission policy, infrastructure facilities, evaluation policy, teaching pedagogical practices and roles and responsibilities of different staff members.

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

RVTC has always strived hard to equip the student trainees with adequate knowledge and pedagogical skills. The Head of the Institution and the faculty members always made an attempt to interweave the concepts and skills through out the course required by the students to apply during communication skill workshop, practice of teaching skills in the simulated groups and further apply the same in the internship and post internship programme. The college has made an attempt to connect theory into practice by providing opportunities to apply theoretical knowledge into real life by providing opportunities to the students during practice in teaching, the special schools, residential school further which was supervised and constructive feedback was given to the student trainees by the faculty members. The Institution has adopted collaborative learning through which the students are encouraged to take up group projects like seminars, practical activities through which encouraged the teamwork and communication, allowing students to learn from each other's diverse perspectives and experiences. The Institution has adopted mentoring system indirectly and

connected students with experienced and senior faculty membersto offer guidance and support during their course at all levels to promote alround development of the students.

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

1.4 - Feedback System

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

Two 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

93

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	View File
2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year	
68	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
68	
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	View File
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	View File
Certificate of EWS and Divyangjan	No File Uploaded
List of students enrolled from EWS and Divyangjan	No File Uploaded
Any other relevant information	No File Uploaded

2.2 - Honoring Student Diversity

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

The students who have taken admission to this institution belongs to the diverse socio economic status of the society. The student's admission is based on academic merit and reservation policies set , further allotment of the seats are done by the government. For the admission of management seats, the candidates, who have applied for the seats will be interviewed by the principal and office staff. On the basis of merit the students will get the opportunity for admission int he institution. During the time of admission, the Principal interacts with the parents and the students to assess their needs and aspirations. content based test is conducted . It helps to understand the needs and requirements of the students before the commencement of the program. Tutorials are conducted to help the students. The institution organizes an induction program for the students at the commencement of the new batch every year and Students talents are identified through the 'Talent Search Program' organized by the institution and are nurtured by involving them students in different academic and co-curricular activities like seminar programmes, Morning assemblies, FAT and USPY activities, Extension activities, different assignment works, field visits and etc.

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	Six/Five of the above
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File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	No File Uploaded
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity	Two of the above
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File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	No File Uploaded
Reports with seal and signature of the Principal	View File
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

1:6

2.2.4.1 - Number of mentors in the Institution

15

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
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 faculty members are trained and well versed in the use of technology, smart board, and multimedia in the teaching-learning process.
- The faculty members have used experiential learning ,problem solving methodologies, brain storming session in the respective soft courses and hard core papers.
- Student teachers were trained in ICT. During internship, the students were asked to give a lesson using Multimedia.
- Student teachers were guided to give one innovative lesson in their respective soft course subjects.

- Use of power point presentations was made compulsory for seminar presentation.
- Innovative lessons based on co-operative learning, 5 E model, were tried out and instructional materials were prepared and used by the student teachers.
- Reflective journal was maintained during practice in teaching.
- Video recording was tried out for teaching skills and feedback was given using video recording.

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

15

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

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

179

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

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

A mentoring system is well in place in our college where each teacher constantly mentors, provide guidance students on academic, professional and personal fronts. Guidance are provided by the teachers as per the needs of the learners. The faculty member's guides and prepares the students to read thought of the day in the morning assembly and conducts communication skill workshop in

which provides opportunities to enhance and improve their communication skills the college provides opportunities to organize FAT and USPY activities by allotting 2 periods in a week Here students showcase their talent and teamwork and share of their ideas and thoughts with each other with the guidance of the mentor teacher. Teachers and students develop cordial relationships as they work together in social, cultural, and recreational activities, community service programmes etc., Dealing with student diversity: Allotted different assignments, practical activities and field visits for students at various levels to get diverse experience during the training course. Balancing home and work stress: provided guidance and counselling by the Principal, senior most teachers and method teachers as and when required by the students.

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

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

Three 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	View File
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

Practice of Innovative teaching is an important aspect of the B.Ed. programme. Student teachers have practiced different innovative methods, approaches, strategies and models during their internship programme. The various innovative teaching methods that our teachers follow to make their classes more interesting are Experiential learning approach, co-operative learning, 5E model and concept mapping etc. The faculty members have used Google Classrooms (LMS) and G-Meet, zoom and WebEx for online classes during pandemic for the delivery of the lessons in their respective subjects. The students developed new ideas to design a wide variety of working models, charts and teaching aids. Many students are engaged in developing e-content. The College organizes field visits or projects for the students in order to promote participative learning. Seminars: The College also organizes workshops, content enrichment course, and extension lectures in order to develop creative and innovative minds. Co-curricular competitions. The College encourages students to participate in various competitions like rangoli competition and other co-curricular activities etc. The College promotes the teaching-learning process through the effective use of PPTs, projectors and multi-media by enhancing the creativity with the usage of ICT. The teachers have oriented, engaged students in group discussion and involved them in brain storming session.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed 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

All of the above

Individualized Educational Plan(IEP)	
File Description	Documents
Data as per Data Template	No File Uploaded
Documentary evidence in support of the selected response/s	No File Uploaded
Reports of activities with video graphic support wherever possibl	No File Uploaded
Any other relevant information	No File Uploaded
2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	Eight /Nine of the above
File Description	Documents
Data as per Data Template	No File Uploaded
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded
2.4.3 - Competency of effective	All of the above

<p>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</p>											
<table border="1"> <thead> <tr> <th data-bbox="67 539 539 618">File Description</th> <th data-bbox="539 539 1436 618">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="67 618 539 685">Data as per Data Template</td> <td data-bbox="539 618 1436 685">View File</td> </tr> <tr> <td data-bbox="67 685 539 864">Details of the activities carried out during the academic year in respect of each response indicated</td> <td data-bbox="539 685 1436 864">View File</td> </tr> <tr> <td data-bbox="67 864 539 936">Any other relevant information</td> <td data-bbox="539 864 1436 936">No File Uploaded</td> </tr> </tbody> </table>	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	No File Uploaded			
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	No File Uploaded										
<p>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</p>	<p>All of the above</p>										
<table border="1"> <thead> <tr> <th data-bbox="67 1350 539 1429">File Description</th> <th data-bbox="539 1350 1436 1429">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="67 1429 539 1496">Data as per Data Template</td> <td data-bbox="539 1429 1436 1496">View File</td> </tr> <tr> <td data-bbox="67 1496 539 1630">Samples prepared by students for each indicated assessment tool</td> <td data-bbox="539 1496 1436 1630">View File</td> </tr> <tr> <td data-bbox="67 1630 539 1776">Documents showing the different activities for evolving indicated assessment tools</td> <td data-bbox="539 1630 1436 1776">No File Uploaded</td> </tr> <tr> <td data-bbox="67 1776 539 1845">Any other relevant information</td> <td data-bbox="539 1776 1436 1845">No File Uploaded</td> </tr> </tbody> </table>	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	No File Uploaded	Any other relevant information	No File Uploaded	
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	No File Uploaded										
Any other relevant information	No File Uploaded										
<p>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</p>	<p>Two of the above</p>										

<p>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</p>													
<table border="1"> <thead> <tr> <th data-bbox="86 432 539 495">File Description</th> <th data-bbox="539 432 1445 495">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 495 539 562">Data as per Data Template</td> <td data-bbox="539 495 1445 562">View File</td> </tr> <tr> <td data-bbox="86 562 539 701">Documentary evidence in support of each response selected</td> <td data-bbox="539 562 1445 701">View File</td> </tr> <tr> <td data-bbox="86 701 539 840">Sample evidence showing the tasks carried out for each of the selected response</td> <td data-bbox="539 701 1445 840">No File Uploaded</td> </tr> <tr> <td data-bbox="86 840 539 907">Any other relevant information</td> <td data-bbox="539 840 1445 907">No File Uploaded</td> </tr> </tbody> </table>	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			
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												
<p>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</p>	<p>All of the above</p>												
<table border="1"> <thead> <tr> <th data-bbox="86 1339 539 1402">File Description</th> <th data-bbox="539 1339 1445 1402">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1402 539 1469">Data as per Data Template</td> <td data-bbox="539 1402 1445 1469">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1469 539 1608">Documentary evidence showing the activities carried out for each of the selected response</td> <td data-bbox="539 1469 1445 1608">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1608 539 1675">Report of the events organized</td> <td data-bbox="539 1608 1445 1675">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1675 539 1776">Photographs with caption and date, wherever possible</td> <td data-bbox="539 1675 1445 1776">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1776 539 1843">Any other relevant information</td> <td data-bbox="539 1776 1445 1843">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	No File Uploaded	Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded	Report of the events organized	No File Uploaded	Photographs with caption and date, wherever possible	No File Uploaded	Any other relevant information	No File Uploaded	
File Description	Documents												
Data as per Data Template	No File Uploaded												
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded												
Report of the events organized	No File Uploaded												
Photographs with caption and date, wherever possible	No File Uploaded												
Any other relevant information	No File Uploaded												
<p>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</p>	<p>Three of the above</p>												

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
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

Selection and Identification of schools: Internship is coordinated by a faculty members and internship in charge. Schools are identified and request letters are sent for internship to accommodate our students for the period of 45 days. Once the permission is availed, students are allotted pedagogy wise in two's.

Orientation - the students are oriented about the internship and the duties they need to carry out Instructions are given for activities to be carried out and expected outcome. The students are guided with the writing of lesson plans, preparing instructional materials for the same, how to accept the feedback and take it. Schools are requested to provide professional support to the interns. They are given general guidelines regarding teaching and maintaining record. They are instructed to comply with the rules of the host schools. With due consultation with subject-teachers they plan and execute it.

During staff meeting, teacher educators are explained and their role is well defined. Pedagogy specific instructions are given. **Assessment Modes:** Assessment formats and feedback mechanism for lesson supervision by subject teachers, peer feedback, reflective journal and other activities are designed. Criteria is made known to the interns. exposure to the variety of schools is also taken care.

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

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

2.4.9.1 - Number of final year students during the academic year

93

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
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	No File Uploaded
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal

impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Principal: Principal is overall in charge of the interns. She monitors intern by collecting inputs given by the faculty members and pays visits to the intern schools, observes lessons and provides constructive feedback.

By Teacher Educators: They supervise interns in the host schools on a regular basis. Lessons and activities are observed. Feedback from Mentor teacher and Principal is obtained, and intern is guided to refine teaching competencies. Constant monitoring is given priority. Faculty members record their observations with regard to planning of instruction, content delivery, use of teaching aids, classroom management, assessment modes, and use of technology, acceptance of feedback and execution of co-scholastic activities. Feedback is recorded in the format prescribed by the institution. Besides, subject teacher also guide the interns with subject specific feedback and positive reinforcement is given.

By the Peers: The peers are encouraged to observe the classes of student teachers and provide suggestions for improvement. Observations in terms of content mastery and delivery, use of TLM, classroom management, use of ICT, and assessment techniques used are recorded and feedback provided. Certain activities are planned and executed together. Comprehensive monitoring by different persons ensures a thorough analysis of interns' performance during internship.

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)

Four 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	View File
Five filled in formats for each of the aspects claimed	View File
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

15

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

08

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

15

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

15

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
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

1. **In-house discussions:** Faculty members often participate in regular staff meetings, workshops, or Professional Learning Communities (PLCs) with colleagues. These sessions provide a platform to share best practices, troubleshoot challenges, and discuss current developments in education, like new teaching methodologies, curriculum resources, or educational technologies. This collaborative learning fosters a culture of continuous improvement and helps teachers stay informed about the latest trends in their field.

2. **Information sharing:** Beyond internal discussions, faculty members actively share information with a wider network. This involves:
 - **Participating in online forums and communities:** Connecting with educators from other schools and districts allows them to learn from diverse perspectives and exchange valuable insights.
 - **Attending conferences and workshops:** These events offer opportunities to engage with experts, learn about new research, and discover innovative practices.
 - **Presenting their own work:** Sharing their research, findings, or successful teaching strategies at conferences or within their school district contributes to the collective knowledge base and allows for peer feedback.

By actively engaging in these efforts, teachers stay updated on best practices, refine their skills, and ultimately enhance their effectiveness in the classroom, creating a more enriching learning experience for their students

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 follows Continuous Internal Evaluation to allow students demonstrate their learning at regular intervals and is beneficial to both students and teachers. Students are able to

enhance their existing knowledge and receive regular feedback on their learning progress at different levels such as workshop on communication skill, practice of micro teaching skills and during internship and also in tests and examinations. Official test is conducted at the end of each semester. Semester exam include theory papers and internal tests marks is based on their test marks and presentation as well as submission of their assignments. The EPC courses are assessed differently depending on the nature of the subject either through assignments, presentation or activities. A different evaluation criteria is developed keeping in mind, the subject, objectives and students are assessed objectively. The criteria for evaluation is made known to the students at the beginning of each semester. Constructive feedback is given to the students to enhance the performance of the students.

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

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

Two 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	No File Uploaded

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

Principal to redress the examination-related grievance of the students at all levels the mechanism to deal with examination-related grievances is transparent, time-bound and efficient. The college adheres strictly to the guidelines and rules issued by the affiliating university while conducting internal and semester end examinations. The college has a test and examination committee and the faculty member is given in-charge of it. The in charge faculty member will handle all issues related to the timetable, collecting question papers from the respective teachers and marks of the different subjects are tabulated under the guidance of the principal. The internal assessment test schedules are prepared as per the university and communicated to the students well in advance. In each internal test, the teacher prepares a standardised question paper with a blueprint and scheme evaluation. The corrected answer sheets of the students are distributed to them for verification and if any discrepancy is found it is redressed immediately. The students have the freedom to speak to head of the institution regarding examinations and other issues.

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.

Before the commencement of the academic year, the Institution prepares college wise 'Academic calendar' containing the relevant information regarding the commencement and completion of the syllabus, the teaching-learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination etc in accordance with the Bangalore university calendar. It is also sent to the students through WhatsApp .The timetables are prepared and implemented accordingly. The teachers prepare to teach plans according to the academic calendar and guidelines of the University. The student's academic progress is monitored regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit tests and semester examinations. The review of internal assessment is taken by the Principal regularly.

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.

In the beginning of the academic year the Orientation Programme is conducted in different subjects and the students are briefed about the PLOs and by the respective method teachers. The College is committed to quality education which is reflected in its programme outcomes and course outcomes. Continuous and comprehensive assessment is done so as to meet the expectations set by the Institution. Suitable pedagogical approaches are utilized for the effective realization of learning outcomes Contribution to various literary and cultural programs.Participation in various classroom activities such as group discussions, and seminars. Participation in various co-curricular activities such as organizing morning assemblies,. Participation in community engagement activities etc The faculty members are also encouraged to update their subject knowledge along with changing trends in teaching methodology and participate in faculty development programmes and seminars as it enhances the effective attainment of PLOs and CLOs.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
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 college is affiliated with Bangalore City University and adheres to the pattern of examination that is prescribed by them. Students are provided with timely guidance and helped them to overcome their learning difficulties. The progress of students in both academic, as well as co-curricular fields, is recorded and maintained. Compulsory attendance i.e., minimum 85% per semester is maintained. Once the test are conducted, the faculty members are instructed to evaluate the paper and provide feedback for the students within the week. Seminars, practical activity are assessed and marks are allotted. Participation in various literary and cultural programs are also assessed by the faculty members. Participation in various activities such as EPC activities are assessed and internal marks are recorded. Participation in various classroom activities such as group discussions, and seminars and in various co-curricular activities such as organizing morning assemblies and other activities are recorded.

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

86

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
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.

At the time of Admission, the Principal interacts with the parents and the students to assess their needs and aspirations in joining the course. Students are given a bird view of course and responsibilities and role in completion of the course is explained and counselled at the time of admission. Induction program is conducted, in which the principal and senior faculty members gives complete orientation about the college, code of conduct and internship and co-curricular activities. Talent search programmes in various fields i.e. are organized in order to discover the hidden talent and potentialities of the students. The continuous internal assessment is taken regularly and students' marks are recorded which helps to predict their academic performance. Participation in various co-curricular activities such as organizing morning assemblies, CLC awareness campaigns, days of national importance etc.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

00

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)

00

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	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	Two of the above
File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	No File Uploaded
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications	
3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year	
06	
File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
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	
04	
File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	No File Uploaded
Any other relevant information	No File Uploaded
3.3 - Outreach Activities	
3.3.1 - Number of outreach activities organized by the institution during the year	
3.3.1.1 - Total number of outreach activities organized by the institution during the year	
2	

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

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

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

86

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

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

86

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

86

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

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

The institution organised a range of outreach activities for the welfare of the community and the multifaceted development of students. These activities are performed in collaboration with government organizations, NGOs, partner schools and local communities with the active participation of faculty and students. since it was pandemic outbreak the Social outreach/extension activities conducted were hybrid mode such as

- COVID-19 Vaccination Awareness Programme
- International yoga day- personal hygiene and social hygiene
- Covid safety kit distribution
- Environment day - conservation of our Environment through poster presentation.
- Use of Mobile and software's for online classes.

These outreach activities benefit neighbourhood communities as well as students of the institution. They instil a civic sense, a sense of social responsibility, a sense of serving others and a feeling of universal brotherhood among students leading to their overall personality development. In addition to this organizing, such programs facilitate sensitizing students to national integrity, and communal harmony and tend to the constructive use of their abilities

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

00

File Description	Documents
Data as per Data Template	View File
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

00

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

00

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

00

File Description	Documents
Data as per Data Template	View File
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

None of the above

**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**

File Description	Documents
Data as per Data Template	View File
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

RVTC is situated in the center of the city with good Infrastructure in accordance with the norms of Government bodies such as UGC, NCTE, and Bangalore City University. the Institutionhas well equipped, spacious and well accommodative infrastructure.

The classrooms are equipped with LCD projectors and interactive boards, providing a favourable learning environment with adequate seating arrangement, ventilation, lighting, and essential amenities.

Various essential facilities are housed within the institution, including administrative offices, libraries, laboratories, a multipurpose hall, and recreational areas. The multipurpose hall and playground cater to both curricular and co-curricular activities, while the sports room offers indoor sports facilities.

An auditorium has a seating capacity for 500 people and hostel accommodations are made available for girls. The faculty members and the non teaching staff gives inputs regarding SC/ST/OBC

government hostel facilities available for the deprived class students . Recreational amenities include newspapers, magazines, and sports facilities. The college is wifi enabled campus, In terms of ICT facilities, students receive training in using technology such as LCDs, slide projectors, and computers. They are encouraged to utilize tools like Wi-Fi, YouTube, digital content, and PowerPoint presentation during teaching learning process.

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

8

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	View File

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

11,45,741

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.

RVTC has good digitally automated library having area of 4000 sq mts. It has reading room of capacity for 45 students at a time having computers with Wi-Fi enabled the library has rich and adequate collection of printed and non-print materials. The library comprises of a total of 14511 books, 40 sets of encyclopedias, 138 maps, 2 newspapers, 8 journals, 4 magazines, and various subject dictionaries. The library has special SC/ST book Bank and issue 2 books per student for reference. The library has integrated library management software called LIBSOFT, automating tasks such as data entry, book issuance and return, renewal of books, and member logins. Users can conveniently access the Online Public Access Catalogue (OPAC) to search for books based on titles, authors, publishers.

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 serves as a gateway to the world of knowledge for student teachers by offering a wide spectrum of books for reference and cultivate self-study habits. The library has undergone partial automation, wherein the book collections are regularly updated in the LIBSOFT. The software also facilitates the Online Public Access Catalogue (OPAC) for users, enabling them to access bibliographical details about the library collection. The LIBSOFT Software has been configured to manage the issuing and returning of books. Faculty members and student teachers can conveniently search for books using criteria such as Title, Author, and Accession number. The library provides free Internet access with 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 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 which are used by the faculty members for their research work and reference.

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

All 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	View File

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

57,452

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	View File

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

12

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

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

Three of the above

as gifts to College	
File Description	Documents
Data as per Data Template	View File
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	
<p>The college has an adequate number of computers, printers, scanners, smartboards, white boards with projectors etc. to help students and faculty to carry out academic activities effectively. The college has well-furnished classrooms and seminar rooms which are well equipped with ICT like smart boards and projectors. There are 45 computers in the college which are loaded with the latest versions of essential software. To meet ICT needs, The College provides a free Wi-Fi facility to all stakeholders. The college has subscribed to services of the N-LIST for Scholarly Content (N-LIST) and it provides access to more than 6,000 e-journals and more than 1,90,000 e-books. The Administrative block is having Internet facility of 50 Mbps Speed which facilitates the Principal Chamber, IQAC, staff room , class rooms and other teaching faculties to have Internet facility for their teaching Learning Activities. The college uses enhanced Biometric attendance and recording system for teaching, non- teaching staff and students.. The students are trained to use technology to prepare and present seminars, and ICT based lessons. The students are given practical training as it is compulsory subject in the I and II semester prescribed by the university.</p>	
File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File
4.3.2 - Student – Computer ratio during the academic year	
1 : 4	

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	View File
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	View File
Any other relevant Information	No File Uploaded

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

One of the above

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

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)**17,464**

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

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

The college has a well-structured system for the maintenance and use of physical, academic and support facilities. The college monitors the repair and replacement of furniture and other equipment on campus periodically as when required. The college laboratories are fully functional with all necessary materials, equipment and facilities and are also equipped with fire extinguishers. The college library is well maintained according to the changing academic needs of the students. The management of the library is taken care of and its impeccable operation is ensured by the librarian. The maintenance and use of the library's resources are carried out strictly in accordance with the regulations of the library. The college campus is maintained by the staff, the college is collaborated with an NGO Shiva Sthri Shakthi who takes care of general cleanliness. And support services like RO drinking water, waste management, washing facilities, fire extinguisher replacement, electrical work, plumbing and water tank etc. are saved daily. The generator acts as a back up source. The college has a playground in which students are allowed to play outdoors. Sports and playgrounds are regularly maintained.

File Description	Documents
Appropriate link(s) on the institutional website	Nil
Any other relevant information	View File

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	One/Two of the above
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	View File
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	Nine or more 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

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

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

Two of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	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
00	00
File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	No File Uploaded
Appointment letters of 10 percent graduates for each year	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).	
00	
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)	
00	

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

5.3 - Student Participation and Activities

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

The Institution has a student association having student representatives and each faculty member is made in charge for different portfolios during that academic year. The student association has its members as student teachers for different committees. All the activities are conducted by the association members. They also represent various needs of the students collaborates with the staff for for consideration and remediation. They serve as a link between the staff and the students. There are student representatives in the IQAC of the institution and contribute towards quality assurance in institutional programmes. . The Institution organises an array of curricular and co-curricular activities through which the students could showcase their talent and learn leadership qualities, team spirit, decision making, working in teams, creative thinking etc.,

The following are the committees constituted under the banner of Student's Association;

- IQAC Cell
- Discipline and Attendance Committee
- Community living camp Committee
- Science Club
- Language Club
- Humanities Club
- College Magazine Committee
- Excursion committee
- Tests & Examination committee
- Placement Cell
- Anti-Sexual Harassment Cell
- Anti-ragging Committee
- Youth red cross committee

The committee conducts meetings with its members and plan, co-ordinate and organise the activities under the guidance of Faculty In-charge and the head of the Institution.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
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

09

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

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

R.V. Teachers College has an Alumni Association led by Faculty in charge having office bearers to execute their roles and responsibilities as an eminent Alumnus. Student-teachers passing out of from this institution every year will be the Alumni of our institution. It is a general practice of the institution to have

periodical meetings to discuss about programmes which can be organized under the Alumni association. Due to pandemic out break the college could not conduct the meeting and activities. The Alumni of R.V.T.C have assumed high positions at various capacities in reputed institutions across the state, outside the state and in different country. Providing schools for Internship and job placement to our students is their main and biggest contribution of our Alumni. Valuable and constructive suggestions are given for quality enhancement. They render cooperation in organising demonstration lessons, practice teaching, internship and practical examination. Another contribution is that they serve as resource persons for our seminars and workshops and as judges for various competitions held in our college They motivate prospective teachers to be recognised as an effective and competent teachers serving the learning society in different capacities and adds feathers to our institution as an RVian product.

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

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

None of the above

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	View File
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 of RV Teachers College, Bangalore, plays an important role in its functioning by extending enormous support by providing schools for internship, offering job opportunities, providing suggestions in an informal way to the principal and faculty members with respect to the curriculum. Institute has a dynamic alumni association which works coherently with faculty in devising methods to improve teaching methods, muster resources, and organise events to inculcate confidence in students to take responsibility and successfully meet the challenges posed to them during course curriculum. The Alumni up brands the name of RV wherever they are placed and embarked the name of RV as one of the Best teacher training college in Karnataka which is known for its quality. Thus, the Alumni Association serves in supporting and nurturing the students of our College

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.

The governance of the institution has driven from the vision and mission which are based on democratic, growth-oriented, value driven and inclusive principles. Decentralisation, delegation, bottom-up planning ensure the achievement of institutional goals. They are portrayed through the perspective plan specifying strategic development through:

Effective way of transacting the curriculum - The plan propels to use array of methods, approaches, strategies to provide excellent curricular input by setting sustainable development goals, to instil the habit of life-long learning among the student teachers. Academic and personal competencies are developed through professional training and creative thinking. Professional development of the faculty and career advancement are nurtured by deputing them to various professional development programs and courses. Training and research is promoted.. Extension Services like Service learning and community engagement cater to specially abled, socially disadvantaged and underprivileged. Incremental infrastructural facilities are created to provide a conducive ambience for holistic development.. Decentralisation is facilitated through the delegation of powers to various committees Institutional governance adheres to the vision and mission and strives for academic excellence, character formation, moral and intellectual integrity, upskilling and compassion to mould student teachers by extending all these facilities the institution attempts to achieve its mission.

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

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

The college practices decentralization and participatory management in keeping with its belief in collective leadership and democratic traditions. A particular reflection of this practice may be seen in the extensive delegation of authority by the Principal than to the faculty members and teachers in-charge of the various cells and committees in the college. The following committees and cells are operational in the institution to implement various activities: students association, Anti-Ragging Committee Discipline Committee, Test and examination committee, Sports Committee, Internal Quality Assurance Cell, Grievance Redressal Cell and Placement and Career Counselling committee. The ways in which coordinators and teachers in charge of different cells and committees participate in the Management Process are as follows: The Principal of the college oversees the activities of various committees and cells. Mentoring System monitor academic, personal growth and overall development of students, being available for counselling and providing much-needed support mechanism to identify weak performers and provide the required support.

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.

Internal and external financial audits is conducted periodically by the management and government. Management and government auditors verify financial transactions and approval of proper authority for each financial transactions such as scholarship of SC /ST students, admission fees record and etc., is done. Based on this, they issue audit report for true and fair view on financial statements.. Transparency is followed in academic functioning. Staff members are appointed as per the norms of NCTE and UGC. Staff appointed under Management are interviewed and demo is observed by the experts by following the norms of NCTE and UGC. The faculty in charge of various committee plans the academic and non-academic activities under the guidance of Principal. Admission process is fair and based on merit. Students under management quota are admitted as per the merit and through interaction with principal and non-teaching staff.. Library is digitised, and Library automation is in function. The Principal holds the responsible for the overall administration and academic functioning of the institution in keeping with the policies of the management.

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

Development of ICT skills

The COVID-19 Pandemic significantly impacted the increased Reliance on ICT (Information and Communication Technology) in terms of development of ICT skills.

Shift to Online Education: Educational Institutions transitioned to online learning, requiring students, teachers, and administrators demanding increased proficiency in using various ICT tools like video conferencing platforms, collaborative software, and cybersecurity tools.

Objectives:

- To develop digital literacy skills among student trainees.
- To create awareness among our students with respect to cyber security.
- To develop and create ICT based lesson in an effective way and also to develop good PPT for seminar presentations.

The faculty got trained with various advanced ICT tools by attending workshop, FDP's and further oriented the student trainees about the various tools that are available for creating captivating PowerPoint presentations for their seminars and ICT based lessons.

Students were exposed to various freely available software's in creating PPT such as google slides, libre office impress, zoho show , canva and creating blogs etc. this helped the students to prepare good PPT and present during seminar presentation. This was also witnessed during their internship the way they blended ICT and conventional method of teaching and making classroom teaching interesting.

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

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

The organisational structure of the Institution is designed to facilitate effective governance, participative management and decision making. The institution is managed by R.S.S.T. The institution has its governing council which functions under the guidance of its Chairman and board members of RSST. Major decisions related to administrative, academic and financial matters are taken in the governing council meetings. They approve the institutional perspective plan and proposed programmes of study. Keeping those points, the Institution establishes academic committees, as IQAC, admission, library, anti-ragging, Anti sexual harassment cell, placement cell, test and examination, academic

audit, grievance redressal and ratifies the recommendations. This helps effectively to nurture academic and administrative excellence fulfilling the benchmarks of teacher education. Students' association assist the faculty members in smooth functioning of curricular and co-curricular activities. Librarian takes responsibility for the maintenance and updating of Library resources and facilities. Non-teaching staff assists in the administrative matters

Recruitment Procedure: The selection of candidates is done according to norms prescribed by UGC and NCTE. The selection board screens and selects candidates based on qualification, experience and performance in the interview. Service rules prescribed by the SAP is followed.

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

Five/Six of the above

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

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.

Transition to Online Teaching

COVID-19 resulted in the closure of educational institutions across the globe. Teachers were encouraged to take up classes using various online platforms such as zoom, and google classrooms. Remote learning was reviewed periodically and teachers were asked to prepare a report and take a screenshot of every class and record it. Practice of teaching skills was held on online platform which was an unique experience to student-teachers. The conduct of online classes and the efforts taken by teachers to implement their teaching plans on an online mode was reviewed.

Outcome of the decisions :The decisions of the management and academic bodies enabled teachers to become experts in delivering lessons on Zoom platform and Google classroom. e-content was developed to supplement their teaching. The faculty members were instructed to attend Webinars and online FDPs to get updated with various ICT tools so as to incorporate the same in teaching learning process. Faculty of the institution became acquainted with the usage of online teaching, learning and evaluation apps. Thus, the institution has played a major role in ensuring the transition to online teaching-learning a smooth process for both teachers and students

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	View File
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

Our college under the banner of RSST has provided the welfare measures for both teaching and non-teaching staff as per the regulations of the management, which is clearly stated in the SAP.

- Gratuity facility is there for the management staffs who have served the institution for more than five years.

- It is also a practice of the institution to provide monetary assistance if required by the employees on health grounds which would be reimbursed without any interest every month.
- Maternity and Paternity Leave Provisions are available for both management and aided staffs based on the norms set by RSST.
- Faculty members are being felicitated by the R.S.S Trust on achieving milestones in the form of awards and honours on Republic day of every year.
- PF are provided for Non teaching staff.

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	View File

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

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

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

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File Description	Documents
Data as per Data Template	View File
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

08

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

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

R.V.Teachers College evaluates the performance of both teaching and non-teaching staffs based on the goals stated in the SAP, out of which 10 goals could be selected, and faculty members should appraise their performance in terms of attainment of the goals which will be assessed by both principal and management twice in a year and consider it at the time of the Annual increment.

The Principal provides one to one constructive feedback and motivates them to upskill in writing research papers and publish it UGC care, Scopus journals and also to attend conferences, seminars, workshop, refresher course, orientation program to update themselves with the current pedagogies and ICT skills.

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
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

In RVTC, the audit done internally and externally by authorized agencies. Internal audit is done by the trust every quarterly and external audit annually. Internal auditing is done on a regular basis by the institution to maintain the finance related aspects in a correct way as per the norms set by the Trust. Officials from the management and the Head of the institution conducts auditing periodically by verifying the transactions carried out in every financial year. External audit is also conducted by the concerned officials from the department of collegiate education. The salary for the management staff is done through S.A.P (Systems, Applications and Products in Data Processing). the files are maintained systematically by the Accounts department. The salaries of the aided staffs are done through H.R.M.S (Human Resource Management System) through Khajane-02 of the state government.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	View File
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)

1,258,110

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

RVTC is an aided Institution, the main source of funds is given by the State Government and fee collection by management students. The salary of the aided staff is given by the government , the salary of the management staff and the expenditures like maintenance of infrastructures, stationary, laboratory and library expenditures are sanctioned by the management . The RSST trust helps us to mobilize more and more funds to create a well-furnished and favourable campus for the holistic development of the students.

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

6.5 - Internal Quality Assurance System

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

IQAC conducts orientation program for both parents and students trainees in the beginning of the first semester to get the glimpse of the functioning of the college with respect the discipline ,

code of conduct to be followed during course . This helps the trainees to adhere to the norms set by the institution . The faculty members were asked to attend the conferences, seminars and publish papers in the reputed journals. the cell suggest to use various innovative methods to teach during curriculum transaction. Faculty members were observed, and appraised every half yearly. analysed the feedback given the students and provide consructive feedback for their improvement and enhance their performance. Students were given opportunities to take up the responsibility during important events organized at he institutional level. Students were also given guidance to participate in the various activities conducted by the college.

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 IQAC of the college has devised several mechanisms to review the effectiveness of the teaching-learning process, structures and methodologies in the institution and strived hard for its reforms. Adequate space in classrooms, appropriate knowledge resources in the library and ICT facilities in classrooms, labs and the library are ensured before the commencement of every academic year. Scheduling of courses in the timetable is done by keeping in view various factors such as the nature of courses compulsory/elective/add-on/remedial etc. on one hand and schedules of co-curricular and extracurricular activities on the other. As quality measure lessons of faculty members were observed by the head of the institution and senior faculty, and appraisal done through SAP are considered as measure of an academic audit , further provide feedback to the faculty members for their quality improvement. IQAC takes reviews the activities carried out by different committees periodically. The success of this effort is seen in the form of a number of students getting university ranks and their placement in the various reputed schools and colleges.

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

03

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

One of the above

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

Institution observes significant improvement both in administrative and academic domains of the institution. By adopting the suggestions given by the governing bodies like Governing Council and the management (R.S.S.T). Institutional activities were monitored through SAP (Systems Applications & Products in Data Processing). The library was automated using various softwares. Teaching faculty were provided opportunities to attend conferences, seminars, and also publish articles there by encouraged them to keep themselves updated with the recend trend and technology which helps to train the prospective teachers of 21st century.The other remarkable achievement was of getting permission to establish Research centre with M.Ed and Ph.D programs. The institution also has achieved very good results by getting University Ranks at both B.Ed and M.Ed level.

File Description	Documents
Relevant documentary evidence in support of the claim	View File
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.

The Institution has its own energy policy aims to reduce energy consumption and cost effectiveness, which promotes long term economic and environment conservation and its sustainability. The policy sets the commitment to conserve and efficient use of energy resources, use of alternate source of energy to meet the power requirements such as traditional tube lights, bulbs which consume excessive amount of electricity were further replaced by CFL and LED bulbs. Students and teachers are instructed to turn off the bulbs, fans AC, computers and fans when they are not in use. Sign boards have been put to remind the students to save energy and to create awareness about the energy conservation. Maintenance of all electrical appliances is being carried out at regular intervals to reduce wastage of energy.

File Description	Documents
Institution's energy policy document	View File
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.

Our college is committed to the effective waste management to minimise environmental impact and promote sustainability. Our policy stress on reducing, reusing and recycling of waste materials and there by ensures the health and welfare of all the staff and students through proper waste management practices such as

1. Identifying and promoting safe methods of segregation and

disposal of waste.

2. Creating awareness to all the staff and students with regard to health and safety regulations.
3. Printed double sided to cut down the use of paper and mailed the roles and responsibilities to identify and co-ordinate each activity of waste management.
4. Separate bins have been kept or set up for different kinds of waste bins have been labelled as dry waste and wet waste. To recycle water, we have a Sewage Treatment Plant (STP).

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

Two of the above

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

Two 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

Our institution implemented comprehensive measures to maintain cleanliness and sanitation across the campus by implementing eco-friendly practices. We have minimized waste generation, promoting recycling and responsible waste disposal. The institution strives hard to keep its surroundings clean through awareness programmes and cleanliness drive programmes for the student teachers. Awareness to personal hygiene and their surrounding is addressed during morning assemblies. . Student teachers are trained in making paper carry bags, cloth bags and creating best out of waste in USPY classes. Housekeeping employees keep the common areas, classrooms, restrooms, and outdoor spaces to provide a pleasant and hygienic environment for students, staff, and visitors. Separate wash room and rest room facilities are provided for staff and students including men and women. Purified RO Drinking water facility is extended to our staff and students. The institution makes sure that the surrounding area is maintained properly and are conducive for teaching and learning. The institution promotes sustainable practices among staff and students. This include use implementing energy-efficient appliances like LED bulbs and encouraging the use of reusable products, reducing paper waste through digital communication.

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

Three of the above

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

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	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)

233,218

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

Our institution exhibits its dedication to develop responsible teachers who meet the needs of the community by actively incorporating the local environment, knowledge, resources, and community practices by integrating in the teaching learning process. This include planning educational outreach initiatives, making visits to significant local locations, visiting educational institutions, etc. To enhance the educational experience, the

institution finds and makes use of varied types of schools and few backward areas to foster relationships with the local community and raise knowledge of a range of issues pertaining to the neighbourhood, student teachers are encouraged to study and take up community-related initiatives on a range of problems or subjects. Student instructors highlight the main difficulties that the community under go with regard to health and other socioeconomic issues and integrates these challenges into curriculum and gain valuable insights into these issues, fostering a sense of social responsibility. These initiatives not only provide practical experience for student teachers, but create awareness to conserve the local environment.

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

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

B. Any 3 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
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

Title: To prepare competent nation builders.

Objective:

- To foster a generation of passionate and dedicated, competent nation builders who are committed to continuous improvement by adapting to the changing needs of the diverse learners
- To increase teacher proficiency in subject matter knowledge and pedagogical practices aligned with state standards and best practices.
- **Context:** Adequate training is given through communication skills workshop, practice of teaching skills, writing lessons plan and exposing them various methodologies and models which is the need of 21st century schools.
- **Practice:** Through orientation and mentoring the students in the above skillshelped them to gain confidence and show their proficiency during internship and post internship program.
- **Evidence of Success:** Enhanced communication and teaching skillsand confidence in trying out the innovative strategies in the internship schools.

Title : paperless/green communication

- Objective: To improve efficiency, sustainability, and security in various aspects of information exchange
- Context: students and teachers were made to sensitize the pandemic situation and to minimize the energy consumption.
- Practice: all the information were disseminated through whatsapp and mail..
- success: all the faculty members and students were able to cope up with the concept of green communication.

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

7.3 - Institutional Distinctiveness

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

RVTC was the first Teacher's college in the erstwhile Mysore state which was established in the year 1954 to nurture the spirit of nationalism among teachers and prepare them globally and locally eminent nation builders. It is a grant in aid institution and permanently affiliated to Bangalore City University and recognized by NCTE. The College has 12(B) and 2F of the U.G.C. Act and Accredited 'B' Grade by NAAC. An important milestone in the history of our college was the starting of post graduate section in 1974 offering evening course in both B.Ed. and M.Ed. for the benefit of In-service Teachers. In the year 1996, the status of the college was elevated to IASE. The Campus has good infrastructure which is situated amidst of city which is close to metro and other commutations. The college has a track record of providing good quality teacher education and gets almost 100% results and ranks every year. The college provides good placement service in which our 80% of our students get placed in reputed schools by upholding the legacy of our college. The management and the staff continuously strive hard to improve and sustain the quality of education imparted to the student teachers.

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