YEARLY STATUS REPORT - 2022-2023

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

• Financial Status	**Grants-in aid**	
• Name of the Affiliating University	**Bengaluru City University**	
• Name of the IQAC Co-ordinator/Director	**Dr.Shalini Rao.N**	
• Phone No.	**9481487544**	
• Alternate phone No.(IQAC)	**080-69115477**	
• Mobile (IQAC)	**9481487544**	
• IQAC e-mail address	**rvtc@rvei.edu.in**	
• Alternate e-mail address (IQAC)	**shalinirao.rvtc@rvei.edu.in**	
3.Website address	https://www.rvtc.edu.in	
• Web-link of the AQAR: (Previous Academic Year)	https://www.rvtc.edu.in/en/wp-content/uploads/2024/04/aqar-21-22.pdf	
4.Whether Academic Calendar prepared during the year?	**Yes**	
• if yes, whether it is uploaded in the Institutional website Web link:	no	

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**A**	**85.25**	**2004**	**04/11/2004**	**04/11/2009**
Cycle 1	**B**	**2.42**	**2012**	**10/03/2012**	**09/03/2017**

6.Date of Establishment of IQAC	**16/03/2020**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	**NIL**	**NIL**	**Nil**	**NIL**

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

• Upload latest notification of formation of IQAC	**View File**
9.No. of IQAC meetings held during the year	**2**
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	**Yes**
• (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)

* Prepared, Planned and executed academic activities as per the calendar of events.

*organized Content enrichment program for students of both science and arts group of students.

*Carried out few out reach activities with an intention of getting connected with the community.

* Conducted few programs as suggested by the department of Collegiate education with an intention of educating prospective teachers under different clubs.

* Oriented student-teachers in I.C.T skills on Creating certificate, preparing Curriculum Vitae , and Artificial intelligence like Chat GPT, Grammarly etc.

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
*	• Student-teachers are given orientation to learn I.C.T based skills in the area of Artificial intelligence like Chat GPT, Grammarly and Preparation of C.V etc.

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

- Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	28/02/2024

15.Multidisciplinary / interdisciplinary

Yes, ours is a multidisciplinary institution, having B.Ed., M.Ed., and Ph.D. programs.

16.Academic bank of credits (ABC):

Academic Bank of Credit is the initiative of the new education policy 2020 where in, students are given freedom to study any program across higher education institutions of the country with a specific credit transfer from one program to another and getting a diploma/degree/ post graduation. But, as of now no such efforts are made by the institution in this regard.

17.Skill development:

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Teacher education program being a skill dominated course, more

emphasis is given to orient student-teachers in the area of communication skills. As students are from diversified linguistic Background, as a Pre-internship activity communication skills were made to practice by the student-teachers. Student-teachers were trained in acquiring different teaching skills so as to help them to integrate the same during their internship programme. Student-teachers were also guided in the use of variety of ICT skills needed for their profession in the future.

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

India being a nation which has its own rich heritage of science,culture, knowledge, it is very impertive that we need to bring in such components in our classes by connecting it to the system. An attempt has to be made in this regard by the instituton to trasact the curriculum using regional language as for as possible,we are integrating it the values of Indian culture by celebrating all the national and regional festivals by highlighting the importance of Indian Knowledge system.

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

The Existing Teacher education curriculum has not been framed as per CLO'S and PLO'S through proper mapping. If implemented definitely it will be incorporated. B,Ed program must be made outcome based rather than objective based education as objective based education focuses what a teacher, an institution or program aims to do whwere as focus is on what a student is capable of performing after the successful completion of the program in a more definable, observable and measurable way.

20.Distance education/online education:

Institution has made it mandatory for all its faculty members to take up online courses through various platforms like SWAYAM, Course era, C.I.ET of N.C.E.R.T, DIKSHA and Teaching learning centre's identified by the ministry at the centre. Institution has also started guiding its student-teachers to take up at least on MOOC course offered by various agencies of SWAYAM. The institution has also provided opportunities to its student teachers to use the existing platforms like Google classrooms, Zoom, Google Meet etc.

Extended Profile

1.Student

2.1 Number of students on roll during the year	**271**

File Description	Documents
Data Template	View File

2.2 Number of seats sanctioned during the year	**400**

File Description	Documents
Data Template	View File

2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	**197**

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**180**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**180**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**93**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**1067211 Rs**
4.2 Total number of computers on campus for academic purposes	**46**

3.Teacher

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

File Description	Documents
Data Template	[View File](#)
Data Template	[View File](#)

5.2 Number of sanctioned posts for the year:	**15**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words

The institution is affiliated to Bengaluru City University and the curriculum is developed by the university. As per the norms set by NCTE, the B.Ed curriculum was set for two Year Program. As per the direction of the then Vice chancellor of Bangalore University, the Chairman of the Department of Education took up the responsibility of revising the curriculum. Committees were constituted for each subject areas under the Chairmanship of experienced teacher educators across the University along with members. It was scrutinized by experts and was then approved by various bodies of the University. The same curriculum is in existence even after trifurcation. The Principal and faculty members of R.V.T.C have contributed their rich experience and have given suggestions and views at various capacities as a chairperson and members of two year B.Ed curriculum Framing.

Hard core and Soft core courses are allotted to the respective faculty members according to their specialization to enhance their hold on the subjects so that they give their best to the students.The internship activities along with semester specified practical components are also allotted to the faculty members for the smooth conduct of the programme. The time table as per the requirement is also prepared and sent to the respective faculty and the students. Keeping the time table as a framework, the faculty members prepare their course plan in discussion with co-teacher.

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	<u>View File</u>
Plans for mid- course correction wherever needed for the academic year	**No File Uploaded**
Any other relevant information	<u>View File</u>

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	**B. Any 5 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	**No File Uploaded**
Meeting notice and minutes of the meeting for in-house curriculum planning	**No File Uploaded**
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
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](https://www.rvtc.edu.in/en/wp-content/uploads/2024/04/CLO-B-Ed.docx.pdf)
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	**No File Uploaded**
Report and photographs with caption and date of teacher orientation programmes	**No File Uploaded**
Any other relevant information	**No File Uploaded**

1.2 - Academic Flexibility

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

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

13

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

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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

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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	View File
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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

01

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

01

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
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.

As a student of Teacher education every individual student should

develop a thorough understanding of the nature of the program which is unique in so many ways. The institution has taken initiatives to orient student-teachers by organizing vivid curricular and co-curricular activities throughout the calendar year namely: orientation program by faculty on different curricular aspects of their respective subjects along with guest lectures by resource persons from different disciplines. As a part of their curriculum students need to present their seminars and conduct practical activities for which guidance was given by their respective subject teachers. Students were given rigorous training in the areas like communication, micro-teaching and ICT Skills, Lesson plan Writing, Demo lessons before sending them for internship program along with the preparation of instructional materials for both B.Ed and M.Ed students. The other skills include development of a good question paper and also analyse the test results to know the nature of the group for which they have taught along with Action Research project and dissertations through which they acquire basic knowledge and understanding of research in the system of School Education.

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	View File
Photographs indicating the participation of students, if any	View File

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

Student –teachers are given an exposure to the diversities seen through transaction of curriculum prescribed by the university. The hard core papers of all the semester gave students a complete picture of the existing system of school education in India in general and Karnataka in particular. The subjects like Development and management of School Education provides a complete picture of administrative structure of education and different schools,

N.I.O.S, Constitutional Provisions, records to be maintained, roles and responsibilities of teacher and head master along with managerial skills like classroom management, time management etc. Subjects like assessment of learning provide a complete picture of importance of assessment in the system through various tools and techniques. The other papers like child hood and growing up and learning and teaching emphasize the significance knowledge of educational Psychology for a Teacher. Papers like Gender, School and Society threw light on various aspects associated with gender sensitivity. Through class room teaching the Roles and responsibilities of national and state level agencies in school education was also taught.

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

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

The faculty of the institution made an attempt to develop in students all the competencies required to prove themselves as effective and efficient classroom teachers. For attaining the above objectives programs are chalked out and executed by utilizing the available resources to a greater extent. As a prospective teacher one need to be equipped to mange children of 21st century classrooms. Student-teachers were also oriented in the areas of teaching skills and to teach lessons effectively well with lesson plansusing relevant instructional materials . The student-teachers were also given all the guidance to organizeco-curricular activities in the schools like quiz competition, literary activities like Essay writing, debate competition, Impromptu speech etc.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	**No File Uploaded**

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	[View File](#)
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

250

2.1.1.1 - Number of students enrolled during the year

196

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

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

60

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

60

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.

In the academic year 2022-23, our institute follows a centralized admission process conducted by the CET cell. The R V College of Education is dedicated to providing individualized attention to each student during the admission process. Following the admission, the course in-charge, conducts specialized subject entry level content tests to assess the students' learning levels.

Within 15 days after admission, the principal conducts a student self-introduction program, during which students share information about their skills, strengths, weaknesses, hobbies, special achievements, and undergo an oral communication test. This program allows for the evaluation of various aspects such as beginning, voice, language, body language, confidence, logical flow, enthusiasm, attire, and appearance by professors.

To further support students academically, faculty members provide course-specific academic assistance in the content paper. Additionally, activities are organized for both advanced and slow learners, Science Day, seminars, PowerPoint presentations, and more, aiming to enhance the knowledge and skills of the learners.

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

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

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	View File
Any other relevant information	No File Uploaded

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

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

12 :1

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.

Learning at the college prioritizes student involvement in various academic and co-curricular activities both on and off-campus. Throughout the year, experiential learning opportunities such as field visits, seminars, and talks by experts are arranged. Practical courses, including mandatory sessions in the Psychology laboratory, are integrated into the curriculum. Participatory learning is emphasized through individual projects, class assignments promoting self-study, and the encouragement of MOOCs for online lectures and demonstrations.

Problem-solving methodologies are incorporated through assignments,

quizzes, and case study analyses at the conclusion of each unit. Focused group discussions, group projects, and activities foster pair and peer learning, team building, and engagement in classroom discussions, debates, presentations, brainstorming sessions, and role-plays.

Extension activities, internships, and field visits provide experiential learning opportunities, while problem-solving approaches are encouraged through continuous engagement with real-world challenges. Workshops and training programs are organized by departments, and assignments often involve finding creative solutions to organizational problems.

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	**No File Uploaded**
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

196

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

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

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

We admit a diverse group of students through CAC, and our institute is committed to providing continuous mentoring by all faculty members to develop their professional attributes. Working collaboratively in teams, our staff demonstrates good conduct and cooperation, balancing home and work stress for the benefit of our students, as highlighted in the Annual Quality Assurance Report of R

V Teachers College.

Our students bring varied experiences, cultures, and socio-economic traditions, and the institution strives to offer ample opportunities for them to learn from one another. The orientation program marks the beginning of the session, allowing students to showcase their talents and skills.

Faculty members play an active role in fostering critical thinking, innovation, and creativity among students by assigning various tasks, projects, and assignments. The curriculum is designed to blend a strong theoretical foundation with practical understanding, encouraging students to explore "out of the box" solutions to challenges such as academic difficulties,and issues related to resource conservation and waste management.

Teachers motivate students to participate in regional and national-level seminars, conferences, workshops, and webinars, fostering a holistic learning environment for their overall development

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	Four 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

Our college consistently and intentionally strives to empower its students, fostering their potential to become leaders and catalysts for societal transformation. Various methods and approaches are employed, such as discussions, guest lectures, social service activities, and field visits, to encourage active participation and interactive learning. Visits to institutions like Aruna Chethana School Malleshwarm and Fame India aim to provide insights into the special needs of society, offering practical knowledge and fostering empathy among students.

Role plays are utilized to push students beyond their comfort zones, helping them develop interpersonal skills. Weekly light physical exercises, including yoga and meditation, are incorporated to promote a healthy mind and body. The adoption of experiential, problem-solving, and participative learning methodologies aims to create a peer learning community, fostering an environment of peer mentoring, collaboration, and meaningful interaction through guided reflections.

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	**Five/Six of the above**

Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possibl	View File
Any other relevant information	View File

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

Six/Seven of the above

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

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

File Description	Documents
Data as per Data Template	[View File](#)
Details of the activities carried out during the academic year in respect of each response indicated	[View File](#)
Any other relevant information	**No File Uploaded**

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	Two of the above

File Description	Documents
Data as per Data Template	[View File](#)
Samples prepared by students for each indicated assessment tool	[View File](#)
Documents showing the different activities for evolving indicated assessment tools	[View File](#)
Any other relevant information	[View File](#)

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	Four of the above

both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

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	View File
Any other relevant information	View File

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 ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

Four of the above

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

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

Two of the above

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	View File

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

R V Teachers College places a strong emphasis on meticulous planning and thorough preparation for its internship program. The college's preparatory efforts are outlined as follows:

1. Selection of Schools for Internship: The College forges partnerships with esteemed schools recognized for their educational excellence and diverse teaching methodologies.

2. Orientation to Students Going for Internship: Prior to the internship, students receive detailed information about the specific school where they will be interning. This includes insights into the school's infrastructure and academic practices, ensuring interns are well-prepared and have a clear understanding of their roles and responsibilities.

3. Defining Role of Teachers in the Internship: Clear guidelines are established for teachers who will supervise and mentor the interns during their internship period. Assigned teachers play a crucial role in providing guidance, support, and feedback to the interns.

4. Streamlining Modes of Assessment of Students: The institution adopts a structured approach to assess interns' performance during the internship. Various assessment methods, such as classroom observations, lesson planning, student engagement, and reflective journals, are employed to evaluate interns' progress.

5. Exposure to Various School Activities: To offer a comprehensive understanding of the teaching profession, interns are encouraged to actively participate in extracurricular activities, staff meetings, and school events.

Through these well-thought-out preparatory measures, the institution ensures that the internship program is organized, enriching, and provides interns with a valuable learning experience, effectively preparing them for their future careers in education.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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

2.4.9.1 - Number of final year students during the academic year

167

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	[View File](#)
Any other relevant information	[View File](#)

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	Five/Six of the above

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

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

R V Teachers college employs an effective monitoring system during internships to ensure the maximum impact of the interns' experiences in schools. The monitoring mechanisms involve active participation from various stakeholders:

Teacher Educators: Educators from the institution play a crucial role in monitoring interns' progress. They regularly visit the schools where interns are placed, observe their teaching practices, and provide constructive feedback, guidance, and support based on their observations.

School Principals: Principals of the partner schools are pivotal in monitoring interns' performance and progress. They offer valuable feedback and mentorship, coordinating with the college to address concerns and provide additional resources for intern development.

School Teachers: Teachers in the partner schools provide guidance, support, and mentorship to interns, sharing their expertise and best practices. They collaborate with interns in co-teaching opportunities, offering constructive feedback on lesson plans and assessing progress through classroom observations.

Peers: Peer observations and feedback sessions create a supportive and collaborative environment for growth. Interactions with peers provide interns with a platform to reflect on teaching practices, exchange ideas, and explore innovative approaches to enhance pedagogical skills.

Through the active involvement of these stakeholders, the institution ensures that interns' progress is closely monitored, and necessary support and feedback are provided to optimize the impact of the internship program.

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

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	**One of the above**

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

2.5 - Teacher Profile and Quality

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

15

File Description	Documents
Data as per Data Template	<u>View File</u>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<u>View File</u>
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

8

File Description	Documents
Data as per Data Template	<u>View File</u>
Certificates of Doctoral Degree (Ph.D) of the faculty	<u>View File</u>
Any other relevant information	**No File Uploaded**

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

17.86

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

17.86

File Description	Documents
Copy of the appointment letters of the fulltime teachers	[View File](#)
Any other relevant information	[View File](#)

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

Response

- **Management assigns faculty members to participate in seminars, workshops, symposiums, and other programs aimed at professional development.**
- **Providing training to teacher educators in utilizing various techniques and multimedia for the teaching-learning process.**
- **Utilizing the internet to browse and download up-to-date information.**
- **Undertaking visit to schools and colleges to update their academic needs.**
- **Through exhibitions, fairs, newspapers, magazines and other resources for ensuring personal development of the teaching staff of the institution.**
- **Faculty Members actively participated in online mode webinars, workshops, and quizzes at the state, national, and international levels.**
- **Faculty members have upgraded their skills with hands-on usage of Information and Communication Technology (ICT) tools to facilitate online education effectively.**
- **Faculty members actively participated in various paper presentations at state and national levels, contributing to the academic discourse and sharing knowledge with the broader educational community.**

File Description	Documents
Documentary evidence to support the claim	[View File](#)
Any other relevant information	[View File](#)

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 college follows the guidelines for Continuous Internal Evaluation (CIE) as prescribed by Bangalore City University. The University introduced a two-year B.Ed program from the academic year 2015-16. where more Emphasizing on assignments, projects, presentations, weekly tests, internal assessments, practical lessons, practice teaching, and examinations which aimed at fostering peer learning and mentoring, as well as building public speaking skills of students. And as per the two year B.Ed course prescribed by Bangalore City University internal assessment is done for theory papers was for 30% of the total marks (30 out of 100). This is divided into 10 marks for Internal test and 20 marks for assignments. The assignments/seminars foster creativity and out-of-the-box thinking. It provides an opportunity to relook at and modify teaching strategies. Students who miss the assignments due to ill health/participation in extracurricular activities of the college are given an opportunity to submit on other day. Examination papers are set by university examiners wherein a balance of questions from every unit of the course is given with equal weightage to each of the units of each of the courses.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<u>View File</u>
Any other relevant information	<u>View File</u>

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	**Five 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	View File
Details of provisions for improvement and bi-lingual answering	View File
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

Response:

- **Students have the opportunity to apply to the University for Marks Correction and revaluation at each semester of the course. The procedure is regulated by the ordinances of Bangalore City University.**
- **The college's administrative office provides guidance to students on the procedure, which is also detailed on the Bangalore City University website. In instances where errors, such as the mark sheets incorrectly indicating student absence occur, the college promptly dispatches duly certified attendance sheets to aid in locating marks within the exam branch and rectifying discrepancies. The Grievances Examination Committee handles all concerns regarding internal assessment marks. At the college level, examination committees and coordinators are established to address attendance and internal assessment issues, with the principal responding to all inquiries.**
- **The committee quickly handles mistakes in student attendance and internal assessment. The college conducts semester-wise exams following the rules of Bangalore City University.**
- **Internal and external examiners, as well as moderators, are assigned for both paper setting and the evaluation process. After the results are announced, students have the option to bring their concerns to the examination committee. If necessary, students can also request a revaluation.**

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

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.

Response:

- **The college adheres to the Academic Calendar of Bangalore City University. The Examination Committee of the college determines the dates for distributing internal assessment assignments to students and the deadlines for submitting marks to the office, following the rules of the university. These dates are consistently followed during each semester.**
- **Department coordinators/heads provided advance notice regarding the dates for internal examinations, presentation/submission of assignments, and the submission of marks.**
- **The circular that communicates the dates for assignments and the submission of marks is posted. The determination of assignment dates is influenced by factors such as the completion of first-year admissions, mid-semester breaks, gazetted holidays as well as other planned activities of the college such as College Day, Founder's Day, Sports Day, etc. With these considerations in mind, subject teachers establish and communicate the submission/presentation dates to students within their regular class schedules. This process aligns with the guidelines set by Bangalore City University and is implemented for students in the current academic year.**

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

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.

Response:

The goals of the institution and the curriculum shape the Programme Specific Outcomes (PSOs) and Course Outcomes (COs). These goals focus on

- life skills
- community engagement
- Career development as well as the college's vision of college which states- Attainment of Excellence in Teacher Education, The goal is to cultivate a consistent cadre of educators who embody qualities such as knowledge, creativity, innovation, compassion, and professionalism. These educators should possess the ability to make a positive impact on society and shape the future generations they influence.
- The Program Specific Outcomes (PSOs) are outlined in the syllabus, aligning with the objectives of the university programs and courses. These syllabi, along with links connecting them to the PSOs and Course Outcomes (COs), are available on the website of college.
- Communication of PSOs and COs to teachers: Our college being affiliated to Bangalore City University, we follow an program and syllabus as per the guidelines of the University.
- In addition, the college IQAC supports to host various programmes proposed by the university.
- Communication of PSOs and COs to students: On commencement of teaching term, the syllabus with its outcomes is discussed in the class.
- Syllabus copies, references PSOs and Cos are available to the students in college library for reference.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

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

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

98

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

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.

Response:

- **The evaluation of Course Outcomes is determined by students' performances in both curricular and co-curricular activities. This assessment also takes into account their participation in class activities, laboratory work, and utilization of ICT, completion of assignments, internship records, and involvement in departmental activities during various examinations.**
- **Students' performance is consistently observed in various aspects, including their attendance, engagement, participation in class discussions, and overall behaviour. The results of internal examinations offer an initial indication of their learning outcomes.**
- **Before the Continuous Proficiency Assessment Examinations in the B.Ed program, seminars, assignments, micro-teaching, and practice teaching were organized in core subjects. This was done to ensure thorough preparation through student presentations in these core subjects.**
- **In addition to semester and internal exams, the faculty also administers extra class tests with the aim of enhancing the overall class performance. The programs offered are customized to align with educational objectives and teaching methods. Given that the program focuses on human well-being, assessments are centered around the competence and skill development outlined in the program objectives. This coordination aligns with the vision of both the institution**

and Bangalore City University.

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
Any other relevant information	[View File](#)

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

https://www.rvtc.edu.in/en/wp-content/uploads/2024/04/SSS-22-23.pdf

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

NIL

File Description	Documents
Data as per Data Template	[View File](#)
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	[View File](#)

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	[View File](#)

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	One of the above

study leave for research field work 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	View File

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

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

3.2 - Research Publications

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

09

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

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

10

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

02

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

125

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

02

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

125

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.

3.3.4: Report of outreach activities done during the year 2022-23

The main objective of organizing outreach programmes is to give an exposure and experience to students about how to get connected with external world around them by identifying individuals from different socio-economic strata and there by extending helping hand.

These programs provide them an insight into various aspects associated with life and the world. By involving in these activities they acquire knowledge of how to bring changes around them and learn important life skills through shared experiences.

Outreach programs bring in lot of changes in the lives of individuals when they are given such an exposure of witnessing the different faces of other deprived strata of the society. It also gives them the picture of how blessed we are.

The main objective was educating the Poura karmika's of B.B.M.P and people residing in slums by orienting them with key elements associated with Health and Hygiene. Teaching faculty also had spoken about the importance of health and hygiene and distributed them the gloves and masks. Another batch of students oriented young adolescent girls and women on the areas like importance of using sanitary napkins and education of girls.

File Description	Documents
Relevant documentary evidence for the claim	[View File](#)
Report of each outreach activity signed by the Principal	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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 Practice	**Three/Four of the above**

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	View File
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

Infrastructure

The institution has well furnished, spacious and excellent physical infrastructure.

The college has a total built-up area of 6,336.76 square meters, with 1,762.64 square meters dedicated to classrooms and facilities. It has well-furnished and spacious infrastructure that meets the standards of NCTE, UGC, government, and the University.

The classrooms, equipped with LCD projectors and interactive boards, provide a conducive learning environment with adequate seating, 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 seating 500 people and hostel accommodations for girls

are available. Recreational amenities include newspapers, magazines, and sports facilities.

Maintaining the cleanliness of the campus and beauty is a priority, with regular sanitation, dustbin installation, good ventilation, and lighting. A canteen provides healthy food options.

ICT Facilities

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 presentations to enhance their learning experiences.

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

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

08

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

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

271902

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

4.2 - Library as a Learning Resource

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

The library is situated on the third floor of the building, ensuring easy accessibility. Spanning an area of 4000 squares, it boasts a well-furnished reading room with a seating capacity of 45. The library is a crucial hub for students and faculty, serving as a catalyst for knowledge-building.

Functioning as a bridge between teaching and learning, the library facilitates education through its extensive collection of printed and non-print materials. The library houses a total of 14511 books, 40 sets of encyclopaedias, 138 maps, 02 newspapers, 8 journals, 4 magazines, and various subject dictionaries.

To enhance operational efficiency, the library has adopted 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, and more.

In support of transparency, a document titled "Bill for Augmentation of Library" has been signed by the Principal, and the file can be viewed for further details.

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	No File Uploaded

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 has undergone partial automation, wherein the active 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.

Furthermore, the library holds membership with INFLIBNET (Nlist) under the categories of 2F and 12B. The Information and Library Network (INFLIBNET) Centre, an autonomous Inter University Centre of the University Grants Commission (UGC) of India, plays a crucial role in advancing higher education in the country. Through UGC-Infonet connectivity and UGC-Infonet Digital Library Consortium, INFLIBNET provides e-resources and Internet connectivity to universities.

The Nlist programme, accessible at http://nlist.inflibnet.ac.in, offers authorized users, including teachers and student teachers, access to a vast array of resources, including 7 + e-journals with e-books. Authorized users can obtain their login ID and password from the college administration. This user-friendly interface allows the creation of user IDs and passwords for authorized users, enabling them to access e-resources from any location.

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

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

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

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

22932

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

05

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	No File Uploaded

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

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

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

The institution is equipped with a computer lab featuring 26 computers, each connected to the internet and intranet. The use of PowerPoint presentations is integral to many lessons, with students tasked with creating their own presentations and digital lesson plans for teaching in schools. "Information and Communication Technology" is a designated subject in the university syllabus.

Emphasis is placed on incorporating technology into education, and students are motivated to deliver seminars using PowerPoint both within the college and externally. Comprehensive training on MS Office software and utilities is provided during students' work experience periods. Access to internet browsing is available in both the computer lab and the library.

In preparation for practice teaching, students undergo training in handling LCDs, slide projectors, and computers. During internships, students develop PowerPoint presentations, and their effectiveness could be maximized if schools provide opportunities and resources, such as videos, for practice teaching.

The computer lab is well-equipped with hardware facilities; UPS, headphones, speakers, and software CDs. Students receive training in using SMART class technology. Encouragement is given for student teachers to create ICT-based lesson plans and digital lesson plans, wherein ICT is utilized for introducing topics, developing concepts, and conducting evaluations.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	No File Uploaded
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	**No File Uploaded**
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	**No File Uploaded**
Any other relevant Information	**No File Uploaded**

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

File Description	Documents
Data as per Data Template	[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)

1142135

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 Management of R V Teachers College allocates funds for facility development as needed, ensuring that the institution's infrastructure keeps pace with academic growth. The campus provides a favorable environment for meaningful and productive education.

Classrooms: The institution's multipurpose hall serves various curricular and co-curricular activities. All classrooms are spacious, well-ventilated, and equipped with LCD project screens. Four classrooms and one multipurpose hall feature interactive boards and podiums.

Laboratories: Laboratory locations include safety showers and fire extinguishers, ensuring protective measures to minimize casualties. Each laboratory displays general instructions for students on safe and secure usage.

Sports: The campus boasts a well-developed playground to foster mental and physical growth among students.

Computers: computer labs house twenty six computers connected to the internet. "Information and Communication Technology" is a designated subject in each lab. Internet access is permitted in the computer lab and library.

Library: The library management system, LIBSOFT," efficiently manages all modules. The institution subscribes to N-LIST (http://nlist.inflibnet.ac.in), an e-resource from INFLIBNET, allowing students and teachers to access E-books and E-journals remotely at any time.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

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

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

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

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

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

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	One 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	View File
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
22	**173**

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

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

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

23

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	View File
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)

36

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

5.3 - Student Participation and Activities

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

The institution has a student association headed by faculty in-charge along with student representatives under different port folios. The student association has also co-opted members for different committees.

The curricular aswellas co-curricular activities are organized in the institution under the banner of Student association. The growth and development of an institution depends very much on the active participation and involvement of its major stake holders like staff and students.

With this major intention good numbers of programmes are organized under different constituted committees without disturbing the

regular functioning of the institutional activities.

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

1. **Placement Cell**
2. **Language Club**
3. **Science Club**
4. **Community Living Camp**
5. **Excursion Attendance and Discipline**
6. **Tests & Examination**
7. **College Magazine Committee,**
8. **Humanities Club**
9. **Youth Red Cross Committee.**

All the committees hold meetings to discuss matter related to planning and execution of activities. By getting approval from the Principal activities are held in 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

18

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

5.4 - Alumni Engagement

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

R.V.Teachers College has a functional Alumni Association having office bearers to delegate their responsibilities as an eminent Alumnus. Student-teachers passing out of from the institution every year will become 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 banner of Alumni association. Many alumni of R.V.T.C who are working in reputed institutions all over Karnataka in different cadres both in the government and private sectors share employment opportunities to our prospective teachers. They do contribute by offering their support for conducting association activities by taking up responsibilities. They take part in academic activities of the institution by giving demonstration lessons and also to share their expertise in various professional skills. They do motivate prospective teachers to be identified as effective class room teachers with required competencies so that they are also a part of the system in the future in different capacities.

The initiatives and their participation as an alumnus is always acknowledged and appreciated by the management and institution.

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

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in 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	One/Two of the above

File Description	Documents
Documentary evidence for the selected claim	View File
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

Nil

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

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

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.

Mission The R.V.T.C aims at becoming the best teacher education institution in the Country by providing excellent curricular input, through innovative techniques. It also provides opportunity for slow achievers to improve their performance. The variety of activities aimed at serving the various purposes of the institution. It also attempts to identify the talented students and help them to nurture it further by extending all these facilities the institution attempt to achieve its mission.

Vision

Attainment of Excellence in Teacher Education.

Head of the institution distributes the academic work to the faculty as based on their expertise in respective Hard core and Soft core papers. Along with additional responsibilities of carrying out activities associated with various committees constituted for the smooth functioning of the institutional activities by keeping the vision and mission in mind.

Staff meetings are conducted regularly to plan meticulously and to execute the assigned work with utmost cooperation of the staff members. Information about the activities is circulated through memos along with the programme schedule to the faculty and to students through whats app group and notice Board.

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	View File
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

R.V.Teachers College has adopted the process of decentralization and participative management for the smooth functioning of the institution in tune with the vision and mission. By adopting this, the potentials of its employees can be utilized to a greater extent. By identifying the potentialities of its stake holders, institution assigns specific responsibilities as per the hierarchy, so that the skills of its employees can be used effectively.

Participative management is always beneficial as it encourages its employees in the process of decision making by developing a culture that values every one's work. Collaborative efforts are always made in this regard by the Head of the institution and IQAC Coordinator by assigning specific work as per the requirement. It is also a practice of the institution to execute the work collaboratively and the same is being monitored by the IQAC Co-ordinator. The different portfolios assigned to the faculty members like students association, practice-in teaching, community related activities different clubs etc. conducts orientation sessions to students.

The faculty members along with the support of the ministerial staff plans and executes the assigned responsibilities as a collective and collaborative enterprise and the H.O.I and the IQAC coordinator supervises the same by giving valuable suggestions for the smooth conduct of all academic and co-curricular activities.

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.

The functioning of the institutition with regard to Academic, Administrative aswellas Finance is monitored by both government i.e. collegiate education department and also the Rashtreeya Shikshana Samithi Trust (R.S.S.T). Utmost transparency is maintained in the institution by following the regulations issued by the department and the affiliated university. Academic matters are discussed as per

the need by the IQAC coordinator. The internal assessment of every
student can be visualized in the UUCMS portal of the University as
soon as it is approved by the H.O.I.

The financial transparency is maintained in the institution by
internal and external audit by the trust periodically. Internal
audit is done quarterly and external audit annually by the auditors.

Transparency in administrative aspects is managed through SAP i.e
(Systems Applications & Products in Data Processing) from the past
five years. The teaching and non-teaching staffs are also appointed
as per the standard norms specified by the governing agency.
Students are admitted through CAC for the government quota and
management seats are filled by the management as per the regulations
of the government and guidelines issued by the trust.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

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

Technology play a very predominant role in the 21st century class
room .Prospective teachers are to be educated with various skills
associated with ICT usage. An attempt has been made in this regard
by the faculty and oriented them in the following areas like;
Artificial intelligence in Education, Assessment soft ware's and
grammar with the following Objectives.

- To strengthen the ICT Skills of student –teachers associated
  with Artificial intelligence in Education.
- To equip student-teachers to learn and use different
  software's related to Artificial intelligence in Education
  like Chat GPT, in video, Quillbot and Grammarly.
- To use various assessment tools in the process of instruction
  like Testmoz, wonder share quiz creator etc.
- To develop soft skills associated with learning English
  language like clarity in pronunciations and grammar.

Student-teachers have developed their own quizzes and the same is

used by them in their internship programme also. Faculty members were also encouraged to take up research projects and publish articles in UGC care listed Journals, Scopus and also Web of Science and to participate in FDP'S, Workshops, refresher courses, MOOC Courses. The other important strategic plans are strengthening Alumni association and to organize academic programmes like seminars and conferences.

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

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

The organizational structure of R.V.Teachers College is designed to facilitate the faculty and students through proper governance and participative management through collaboration with all its stake holders. The institution is managed by R.S.S.T. The institution has its governing council which functions under the able guidance of its Chairman along with members. Major decisions related to administrative, academic and financial matters are made in the governing council meetings.

The other activities both curricular and co-curricular are monitored by the respective faculty in-charge along with student representatives. Efforts are made by the ministerial staff for the smooth conduct of tests and examinations for the institutional internal assessments and university examinations. Library staff looks into the use of available resources in the form of Books and also e-resources.

File Description	Documents
Link to organogram on the institutional website	No link
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	**Three/Four of the above**

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
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.

For the smooth functioning of the institutional activities several committees are constituted. The Rastreeya Shikshana samithi trust entrusted the H.O.I of RV Teachers college to orient faculty of sister institutions. In this Regard Staff meetings wereheld to discuss the matter related to organization of orientation programme in the selected areas of classroom teaching by the Faculty members of R.V.Teachers College. It was decided to allocate different areas to different faculty members for the smooth conduct of the programme.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
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

Effective implementation of welfare measures for both teaching and non-teaching staff is in place as per the regulations of the management (R.S.S.T).

- **Employees of R.V Teachers college are entitled to receive festival loan without any interest and personal loan from the employee association of R.S.S.Trust with a nominal interest.**
- **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 monitory assistance when needed especially on health related issues which is to be reimbursed without any interest every month.**
- **Concession in tuition fee for the wards of the employees in sister institutions. Maternity and Paternity Leave Provisions are made available for both management and aided staffs.**
- **Staffs are being felicitated by the R.S.S Trust on achieving milestones in the form of awards and honours.**
- **Opportunities are given to attend and also present papers in seminars and conferences for staff members.**

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

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

0

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.

04

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

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

58

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
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 has the practice of evaluating the performance of both teaching and non-teaching staffs every year at the time of their Annual increment individually.

The performances are assessed by head of the institution and also by the management. Every employee must submit their Performance based appraisal in the format prescribed by the U.G.C without fail.

It is done with a specific intention of knowing as well as motivating them to work in to their fullest of their abilities.

Teaching faculty of the institution must show progress in terms of academic participation like attending and presenting papers in seminars and conferences, publishing articles in national and international journals and U.G.C care listed Journals. Teaching faculty are encouraged to take up online courses to enhance and update their teaching skills of their respective subjects.

With an intention of maintaining standard in the institution, newly appointed staffs are oriented from the management on areas like work culture, professionalism etc.

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

R.V.Teachers College has adopted the procedure of getting 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 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)

10,38,110

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.

The institutional strategies for mobilizing the required fund for the functioning of the institution are from the following resources, like:

- **Fee collected from students of both management and government allotted students.**
- **Principal along with ministerial staff prepares annual budget keeping in mind the available financial resources. With the prior approval from the finance officer of the R.S.S Trust, funds are utilized for the effective functioning of the institution.**
- **Management employees are given salary from the management and aided employees are given salary from the government.**
- **Amount thus collected every year by the students and assistance given by the management are used to bear the expenses towards other heads like electricity, Internet facility, stationary, maintenance of infrastructure, resource centres and also library related expenses.**

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

As an initiative of IQAC ,our institution trains the prospective teachers to perform various tasks without any difficulty when they enter the profession of teaching. The student-teachers were guided to take part actively in various programs organized at the institutional level. Students were guided by the faculty to perform various roles like Compeering, welcoming, introducing the guests, proposing vote of thanks and to write and present the significance important days. Students were given opportunities to take up the responsibility of the above during important events organized at he institutional level. Students were also given guidance to participate actively in inter college cultural and literary fest and also to express their opinions in such programs. It gives lot of confidence to them to take up any such responsibilities with utmost confidence.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
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 head of theinstitution along with the senior most faculty observes the classes given by the other faculty members and constructive suggestions were given for improvement. It is also a practice of the institution that all the teaching faculty are involved in academic discussions held during the three phases of internship namely pre-internship, internship and post -internship.

During pre -internship activities talk and demo given by the faculty with respect to communication skills the micro-teaching skills are discussed based on the components for the benefit of students. In the same manner, a series of demonstration lessons are given by the faculty members in their respective pedagogy subjects were also discussed thoroughly by all the other faculty members. This practice gives our student-teachers a complete picture of how to observe and give feedback to their own peer group and enhances their confidence to face the challenges without much difficulty.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	[View File](#)
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

13

File Description	Documents
Data as per Data Template	[View File](#)
Report of the work done by IQAC or other quality mechanisms	[View File](#)
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	**No File Uploaded**
Any other relevant information	[View File](#)

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	Two 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 saw notable improvements 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 Procesing). in addition the library was automated using various softwares. Teaching faculty were given opportunities to enroll in Research work like Ph.D programmes and there by encouraged them to keep themselves updated with research related areas. 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 R V Teachers college creates a plan to save energy at the beginning of each school year. The Maintenance and Discipline Committees work together to make and carry out the plan, making sure everyone at the Institution knows about it. They have meetings regularly to talk about the rules and facilities related to saving energy. The Institution also designs its buildings to use natural light and air efficiently. They teach everyone to turn off lights and fans when not needed and use air conditioners wisely. The Institution also uses modern, cost-effective lights and has solar energy. This way, the Institution is committed to saving energy in various ways.

- **Periodical meetings of the Maintenance committee and College Discipline Committee regarding the orientation of rules, regulations, facilities and observations.**
- **Well-designed building to maximize the use of natural light and ventilation.**
- **Sensitization of staff and students to turn off lights /fans when not in use.**
- **Air conditioners are used only when necessary.**
- **Use of modern more cost-effective LED lights.**
- **The institution has the facility of Solar Energy.**

File Description	Documents
Institution's energy policy document	**No File Uploaded**
Any other relevant information	[View File]()

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

The Institution is committed to protecting the environment by properly managing different types of waste. Solid waste, such as papers, leftover food, and dust from classrooms and the campus, is periodically given to the town municipality for proper disposal. We have a designated area called a waste management dump yard for this

purpose. Throughout the campus, there are dust bins where solid waste is collected and then handed over to the town BBMP.

Bio waste, like dry leaves, flowers, fruits, and vegetable peels, is gathered in a covered cement tank. This waste turns into organic manure, which is used for newly planted trees plant. To recycle water, we have a Sewage Treatment Plant (STP).

For electronic waste (e-waste) like mobiles, laptops, cables, keyboards, chips, pen drives, batteries, and bulbs, there is a system in place. These items are collected in a transparent box and then sent to an agency that specializes in disposing of e-waste in an environmentally friendly manner.

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

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant	Three 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	None of the above

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

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

R V Teachers College is dedicated to keeping the college environment clean, following the Prime Minister's "Swachh Bharat Mission." This sets a good example for students, teachers, and other staff members.

Keeping the College Clean:

- **Make sure classrooms are clean.**
- **Put trash bins in every corner.**
- **Encourage students and teachers to put things away right after using them.**
- **Clean the campus facilities regularly.**

Sanitation:

- **Personal hygiene**

- **Safe drinking water**

- **Get rid of wastewater.**

- **Manage solid waste properly.**
- **Take care of the environment around us.**

Pollution-Free Healthy Environment:

- **Use reusable water bottles.**
- **Manage electronic waste properly.**
- **Use LED bulbs in the college.**
- **Put dustbins everywhere.**

- ○ **Control waste throughout the campus.**
- ○ **Avoid using plastic in the college.**
- ○ **Use chalk that doesn't create dust in classrooms.**
- ○ **Print or photocopy only when necessary.**
- ○ **No smoking allowed anywhere on the campus.**

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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

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)

Nil

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

At RV Teachers College, we believe in guiding and tracking students' progress, supporting both faculty and students. We focus on developing leadership qualities by exposing students to real work situations. Our college has a well-established system to manage and improve academic and administrative aspects, fostering a participatory and transparent work culture. Resource management practices are in place to encourage performance improvement, planning, and effective utilization of financial resources. We follow regular and standardized budgeting and auditing procedures. Our institution maintains a functional internal quality management system, inclusive practices, and strong relationships with stakeholders, fostering a genuine academic culture.

We emphasize responsible interaction with the environment to conserve natural resources. One major project is creating an eco-friendly environment that boosts students' energy. We teach students about balance, resilience, and interconnectedness, allowing society to meet its needs.

Courses like Corporate Social Responsibility incorporate life lessons through projects, role plays, dramas, and experiential learning. The institution promotes sensitivity to society and the environment through activities such as visiting schools for specially-abled individuals, and motivating students to raise awareness about cleanliness and the Swachh Bharat Mission.

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

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	C. Any 2 of the above

Annual awareness programmes on the Code of Conduct are organized	

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

7.2 - Best Practices

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

Best Practices

"Practicing Communication Skill"-1

1. Objectives

- **To develop the ability to express thoughts and ideas clearly, ensuring that the intended message is easily understood by others.**
- **To enhance verbal communication skills to articulate ideas confidently, using appropriate language, tone, and pitch.**
- **To Understand and utilize non-verbal cues such as body language, facial expressions, and gestures to complement and reinforce verbal communication.**
- **To improve written communication skills, including grammar, spelling, and organization, for clear and professional written correspondence.**

Adoption of SAP-2

1. Objectives of the Practice :

The adoption of SAP in Data Processing at R V Teachers College aligns with several key Objectives aimed at enhancing the overall efficiency, accuracy, and decision-making processes within the institution. These objectives include:

- To streamline the management of data related to students, faculty, courses, and administrative processes, aiming to reduce repetition and improve accuracy.
- To provide financial planning, budgeting, and accounting processes to ensure transparency, accountability, and effective tracking of expenditures.

- To enhance workforce management by efficiently managing employee information, payroll, attendance, and performance evaluation while ensuring compliance with regulations.
- To improve the overall student experience through effective support for enrolment, grading, scheduling, and academic records management.
- To promote a paperless work environment.

In conclusion, the implementation of SAP in Data Processing at R V Teachers College is geared towards achieving these goals, fostering a comprehensive and integrated solution that promotes efficiency, accuracy, and effective decision-making across the institution's various functions.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	[View File](#)

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

Institutional Distinctiveness

R V Teachers College established in the year 1954 and received Grant in Aid from the government of Karnataka. It is permanently affiliated with Bangalore City University and recognized by NCTE.

The College has been included under 2F) and 12(B) of the U.G.C. Act. Accredited 'B' Grade with 2.75 CGPA by NAAC.

The college provides opportunities to Inculcating values and achieve academic success at the university level by securing ranks in exams. College graduates are in high demand for placement in schools. The college stands out for its hands-on training, applying theory to practice, and focusing on authentic teaching practices. The faculty aims to create reflective teachers. The college emphasizes a holistic experience with guest lectures, conferences, and workshops. During internships, student-teachers experiment with teaching strategies learned in theory. Feedback helps in better understanding, and by the course end, they can reflect on various aspects. Language should not be a barrier, so students can write papers in Kannada/English.

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**