



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution		SARADA VILAS TEACHERS COLLEGE
• Name of the Head of the institution	Dr .LEELA .K .S	
• Designation	PRINCIPAL	
• Does the institution function from its own campus?	Yes	
• Alternate phone No.	08212332137	
• Mobile No:	7019807294	
• Registered e-mail ID (Principal)	svtcmysore@gmail.com	
• Alternate Email ID	svbedclg@yahoo.co.in	
• Address	Sarada Vilas Teachers College, Sarada Vilas Road, K M Puram	
• City/Town	Mysore	
• State/UT	Karnataka	
• Pin Code	570004	
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	UNIVERSITY OF MYSORE				
• Name of the IQAC Co-ordinator/Director	Dr Manjunath H M				
• Phone No.	08212332137				
• Alternate phone No.(IQAC)	7892294756				
• Mobile (IQAC)	9986540176				
• IQAC e-mail address	svtcmysore@gmail.com				
• Alternate e-mail address (IQAC)	manjunathjasmin@gmail.com				
3.Website address	https://www.svtcmysore.org/				
• Web-link of the AQAR: (Previous Academic Year)	https://www.svtcmysore.org/pdf/AQAR_2021-22.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.svtcmysore.org/pdf/Calenderofevents2023.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	836/1000	2007	10/02/2007	10/02/2012
Cycle 2	B	2.72	2016	26/03/2016	28/03/2021
6.Date of Establishment of IQAC			04/07/2006		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
0	0	0	Nil	0	

8. Whether composition of IQAC as per latest NAAC guidelines	No	
<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	No File Uploaded	
9. No. of IQAC meetings held during the year	01	
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File	
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> • If yes, mention the amount 		
11. Significant contributions made by IQAC during the current year (maximum five bullets)		
<p>"IQAC plays a pivotal role in driving the institution's commitment to continuous quality enhancement in education. It assumes the responsibility for executing a range of initiatives aimed at elevating the overall quality of education within our institution. These initiatives encompass comprehensive faculty development programs, hands-on training workshops designed for students, and enlightening seminars covering a diverse array of topics related to education. By actively engaging in these activities, IQAC contributes significantly to fostering an environment of continuous improvement and excellence in education across the institution."</p>		
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
<p>Planning the course activities of the I semester in accordance with the Academic calendar and Course curriculum</p>	<p>It's decided to have a Course Plan of Action for effective execution of all the prescribed course activities- both academic and Co-curricular as per the academic calendar prescribed by the University of Mysore with time bound approach. For this I and III semester course coordinators will be selected who will plan as per the course requirements. (Academic or curricular calendar of events and co-curricular calendar of events are to be prepared)</p>
<p>A-2: Planning and executing the Induction Program and Orientation Program</p>	<p>Induction and Orientation programs are very important as the former introduces the new batch of students to the new course, new academic environment, new teachers and new challenges, and the latter will introduce the teacher education curriculum, course requirements, transaction (Teaching-Learning), and Course and Institutional policies, evaluation schemes, Code of Conduct etc. For this a senior faculty shall be made, the staff coordinator for planning and organizing the activities for both previous year and final year students.</p>
<p>A-3: Formation of Students Cultural forum and Functional Committees.</p>	<p>It is decided to constitute Students Cultural Forum and five different Functional Committees such as, Committees for organizing the Socially Useful Productive Works Workshop (SUPW), Community Living Camp (CLC), Annual Sports, College Annual Magazine and Library</p>

	Advisory Committee for effective Library planning and Usage.
A-4: Infrastructural Rejuvenation	The rest room facilities for both girls and boys have been upgraded to a higher standard. It is decided to request the management to upgrade the electrical and Digital facilities. The library is being installed with automation software for effective usage but needs to be completed with a time-bound approach.
A-5: Planning the Inaugural Ceremony of new Students Association activities and establishing different subject-wise functional Clubs	It's decided to plan the Inaugural Ceremony of new Students Cultural Forum as soon after that all course related Co-curricular activities will take off through respective Clubs and Functional Cells. Clubs like- Mathematics club, Green Club, History Club, Geography Club, Literary Club, Science Club etc function to enhance the motivation level of students. It was also decided to establish these clubs or to initiate the need-based programs and activities through these clubs in the beginning of the academic year.
13. Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Nil	Nil
14. Whether institutional data submitted to AISHE	

Year	Date of Submission
2022-23	20/01/2024

15. Multidisciplinary / interdisciplinary

- Childhood and Adolescence
- Educational Technology
- Philosophical and Sociological bases of Education
- Understanding Discipline and pedagogy: Languages
- Understanding Discipline and pedagogy: Social Science
- Understanding Discipline and pedagogy: Sciences
- Understanding Discipline and pedagogy: Mathematics
- Understanding Discipline and pedagogy: Commerce
- Understanding Disciplines and school subjects
- ICT- Basic Psycho-social tools and techniques
- Language across the school curriculum Microteaching and Integration of Skills
- Learning, Teaching and Assessment
- Knowledge and Curriculum
- Contemporary Education in India
- Techniques, Methods and Approaches of Pedagogy
- ICT - Applications
- Understanding Self, personality and Yoga
- Simulated and ICT based lessons.
- School Visits and reflective Dairy
- Inclusive Education Educational Evaluation
- Optional Courses: Guidance Counseling
- Optional Courses: Value Education
- Optional Courses: Health and Physical Education
- Optional Courses: Women Education
- Optional Courses: Human Rights
- Pedagogy of School Subject : Kannada
- Pedagogy of School Subject: English
- Pedagogy of School Subject : Hindi Pedagogy of School Subject : Urdu Pedagogy of School Subject: Sanskrit
- Pedagogy of School Subject: History
- Pedagogy of School Subject : Geography
- Pedagogy of School Subject: Physics
- Pedagogy of School Subject : Chemistry
- Pedagogy of School Subject : Biology Physics
- Pedagogy of School Subject : Chemistry
- Pedagogy of School Subject : Biology

- Pedagogy of School Subject : Mathematics
- Pedagogy of School Subject : Commerce
- Understanding Drama and Art in Education
- Research Project Reflective Reading and writing
- Teacher placement and CET (Common Eligibility Test)
- Gender , School and Society
- Educational Administration and Management
- Advanced pedagogy of School Subjects
- Unit plan based lessons
- Block teaching Field Work and Immersion programme
- Practical Examination Lessons

16.Academic bank of credits (ABC):

Sarada vilas Teachers college is affiliated to University of Mysore which is running many Massive Open Online Courses (MOOC) .of Government of India through SWAYAM portal. The examination section of the University maintains and updates the academic bank of credits with an account for each bonafide student. We are offering our 2 year Bachelor of Education (B.Ed) program under Choice Based Credit System (CBCS)–Continuous Assessment & Grading Pattern (CAGP) scheme. The college has internet and library facilities and encourages students for maximum utilization of the above said facilities. Several Online Webinars and lecture workshops are also periodically organized for the benefit of teachers and students. In addition to these, the teachers are also encouraged with incentives to design their own curricular and pedagogical approaches within the approved framework of UOM including writing textbooks, material sections, laboratory manuals, assignments and assessments.

17.Skill development:

Skill development:

"The competence of teaching is a culmination of the synergistic development of integral components, namely Knowledge, Attitude, Aptitude, and Skills. Recognizing the inherently skill-based nature of the teaching profession, our college places significant emphasis on fostering both hard and soft skill development among students teacher.

To fortify core teaching skills, our institution conducts Microteaching Workshops, Skill-Integrated lessons, and simulation Lessons. Expert practitioners lead skill demonstration sessions, contributing to the continual development and enhancement of

teaching competencies among students teacher.

In addition to honing core teaching skills, our focus extends to the cultivation of soft skills such as Communication Skills, Decision-making, Time Management, Self-awareness, Understanding others, Critical Thinking, Creative Thinking, and Stress Management. These essential skills are systematically promoted through various avenues, including our Induction Program, specialized Value-Added Courses, insightful Special Lectures, invited lectures from industry experts, and the periodic organization of Co-Curricular Activities (CCA). This comprehensive approach ensures that our educators are not only equipped with the necessary subject knowledge but also possess a well-rounded skill set essential for effective teaching in today's dynamic educational landscape."

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

"The Teacher Education course at our institution provides extensive opportunities for the seamless integration of the Indian Knowledge system into both content and pedagogy. Student-teachers are immersed in a multidisciplinary approach, exploring various academic disciplines to understand diverse forms of knowledge.

The curriculum places a special emphasis on cultivating knowledge about Indian values, culture, and the historical evolution of the Indian education system, both pre and post-independence. This comprehensive understanding is facilitated through the exploration of core papers such as Philosophical, Sociological, and Psychological bases of education.

The course delves into the rich heritage of Indian education, including the Gurukula system where Vedic knowledge was imparted, the Buddhist system, and other traditional Indian educational streams. The philosophical, sociological, and psychological theories of knowledge acquisition take center stage in the Teacher Education curriculum.

In addition to formal academic instruction, we organize regular Co-Curricular Activities (CCA) that serve as platforms for the integration of these components into the personality of student-teachers. These activities create a dynamic space for students to not only learn about but also embody the values and principles intrinsic to the Indian Knowledge system.

Furthermore, students actively participate in and celebrate various

festivals of national, state, and regional significance, including local festivals, National Independence Day, Republic Day, Teachers' Day, World Book Day, International Library Day, among others. These celebrations provide unique platforms for students to share their customs, rituals, beliefs, traditions, languages, and cultures, fostering a holistic and culturally sensitive learning environment."

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

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

"The curriculum of our Teacher Education Course is strategically designed to emphasize the formulation and achievement of need-based Program Learning Outcomes (PLOs) and Curriculum Learning Outcomes (CLOs). Over the course of two years, students are expected to develop a repertoire of constructive behaviors and competencies essential to the teaching profession. These modified behaviors intricately align with the vision and objectives embedded in the prescribed core papers, perspective papers, pedagogy subjects, and Enhancing Professional Competency (EPC) components.

The comprehensive four-semester B.Ed. program actively promotes and embraces outcome-based education throughout formal, informal, and non-formal activities and initiatives. The overarching goal is to foster the holistic development of student teachers, equipping them to effectively contribute to community development and nation-building. The emphasis on outcome-based education ensures that the Program Learning Outcomes (PLOs) and Curriculum Learning Outcomes (CLOs) are not just theoretical constructs but are tangibly reflected in the enhancement of competency levels among student teachers. This enhancement is particularly evident in their knowledge, attitude, skills, and aptitude, aligning with the overarching objectives of the program."

20.Distance education/online education:

Distance education/online education:

"In response to the challenges posed by the COVID-19 pandemic, the transition from traditional offline classroom teaching to online and virtual modes became an unavoidable necessity. Initially, both teacher-educators and student teachers underwent orientation sessions to comprehend the imperative need for this shift and were adequately prepared for the inevitable change. Subsequently, comprehensive training equipped them with the essential skills to effectively conduct and participate in online classes, utilizing G-

suite products such as Google Meet, Zoom, WebEx Meet, Go To Webinar, Teams, Meet (original), and other platforms.

In addition to regular classes, a multitude of webinars, workshops, and special events were organized. The effectiveness of these virtual sessions was amplified through the incorporation of features such as chat boxes and interactive whiteboards. Recognizing the challenge of digital fatigue, breaks were strategically provided at regular intervals for both students and teachers.

To address the digital infrastructure requirements, the college proactively enhanced internet connectivity to meet the growing demands of the faculty. Specialized sessions were conducted to enhance students' proficiency in creating and editing short videos, organizing online quiz competitions, and designing digital posters, ensuring a well-rounded adaptation to the virtual learning environment."

Extended Profile

1.Student

2.1	99
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	100
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	53
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	92
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Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	View File	
2.5 Number of graduating students during the year		91
File Description	Documents	
Data Template	View File	
2.6 Number of students enrolled during the year		99
File Description	Documents	
Data Template	View File	
2. Institution		
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):		0.5014392
4.2 Total number of computers on campus for academic purposes		35
3. Teacher		
5.1 Number of full-time teachers during the year:		10
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2 Number of sanctioned posts for the year:		10
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 process of planning curriculum in the College is done to so as to adapt to progressive social changes, national development, and the challenges posed by technological advancements, globalization, and ICT inventions. The curriculum for the two-year B.Ed. program is developed under the guidance of Dr. Ekbote E R and a committee, and is approved by the Karnataka State HEC. The shift from one-year program to a two-year B.Ed. program, as mandated by the NCTE notification in 2015, requires a comprehensive approach. The development of a new framework involves considering NCTE policies, suggestions, guidelines provided by the Parent University (UOM) through the Board of Studies and Academic Council. The revision and review of the curriculum is done at the end of each semester. Feedback from students, school headmasters, and faculty members is discussed during board meetings. Suggestions/feedback from faculty members are considered, and the revised curriculum is presented in the staff meeting for internal approval. The curriculum aims to develop inclusive and skilled teachers by organizing pedagogical courses, skill-based training, and reflection exercises. It offers elective courses, value-added courses, social projects, arts, drama, physical education, communication skills, micro-teaching skills, language across the curriculum, modern theatre skills, and soft skills development.

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

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative

A. All of the above

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

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

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

B. Any 3 of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.svtcmysore.org/pdf/Programoutcomes2022-23.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	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

4

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	No File Uploaded
Any other relevant information	nil

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

01

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

01

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	View File
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

92

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

92

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	View File
Any other relevant information	View File

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

Two 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

0

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

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

1.3 - Curriculum Enrichment

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

The institution's curriculum is meticulously crafted to instill a

fundamental and cohesive understanding of teacher education. Through a comprehensive program, students engage in both theoretical and practical coursework, gaining insights into various facets of education. The curriculum underscores the development of foundational knowledge, pedagogical techniques, and an awareness of current educational trends, ensuring aspiring teachers acquire a holistic perspective.

Procedural knowledge is a focal point, tailoring the curriculum to produce teachers adaptable to different school levels. Exposure to diverse teaching methodologies, classroom management strategies, and practical experiences readies students for the varied demands of different educational settings, fostering versatility.

Specialization-specific skills are honed, ensuring graduates possess expertise in their chosen field. Whether subject-specific knowledge or specialized teaching techniques, the curriculum addresses the unique requirements of each specialization.

A strong emphasis is placed on extrapolating from learning and applying acquired competencies. Critical thinking, problem-solving, and connecting theoretical knowledge to practical situations empower students to navigate complex educational challenges.

The curriculum actively incorporates the development of essential skills and competencies beyond academics. Emotional intelligence, critical thinking, negotiation, and communication skills are embedded throughout, fostering collaboration with peers and educators. This approach ensures graduates are well-rounded individuals equipped with diverse skills for success in the dynamic field of education.

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

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

The institution is dedicated to acquainting students with the diverse school systems within our country while offering an international and comparative perspective. Regarding the evolution of the school system in India, students delve into its historical background, exploring key milestones and reforms.

The curriculum includes an in-depth study of various Boards of School Education, with a focus on the roles and responsibilities of boards such as CBSE, ICSE, and state boards. Students gain insights into curriculum design, evaluation methods, and educational policies.

Additionally, the institution emphasizes the functional disparities among these boards, highlighting differences in syllabi, grading systems, and assessment methods. The assessment and evaluation systems in Indian schools are thoroughly examined, encompassing aspects like Continuous and Comprehensive Evaluation (CCA). Students are familiarized with the norms and standards set by different boards, criteria for grading and evaluation, and the significance of standardized testing.

The program also addresses state-wise variations in the school system, recognizing the unique educational policies and practices adopted by different states in India. Students are exposed to the diverse cultural, linguistic, and regional influences that mold the educational landscape of each state. To enhance this understanding, students are taken to various types of educational institutions.

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

Nil

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

1.4 - Feedback System

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

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year**99****2.1.1.1 - Number of students enrolled during the year****99**

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**80****2.1.2.1 - Number of students enrolled from the reserved categories during the year****80**

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	No File Uploaded
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**01**

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

01

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
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.

Assessment process at the entry level focuses on identifying the diverse learning needs of students and their readiness to undertake a professional education program. This process ensures that students receive appropriate academic support throughout their studies.

To identify different learning needs, the college employs various assessment methods. These include informal interviews, written tests, and aptitude assessments. This is done through an Entry Level Content and General Attitude Test called ECG Test. Through these assessments, the college gathers information about students' prior knowledge, skills, and abilities, so as to address specific learning needs. Moreover, the assessment process also evaluates students' readiness to undergo a professional education program. This involves assessing their level of commitment, motivation, and understanding of the demands and expectations of the program. It helps ensure that students are adequately prepared for the challenges they will face during their studies and subsequent professional careers.

Entry level tests are designed to identify their learning needs and assess their readiness to receive professional training. Required academic support, is offered to facilitate their development and ensure success in the profession

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

10 : 1

2.2.4.1 - Number of mentors in the Institution

10

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

2.3 - Teaching- Learning Process

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

Nil

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**0**

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**90**

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

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

Two 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	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

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

nil

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

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

One of the above

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

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

The process of teaching-learning process at our college aims at fostering a holistic development of students. It is a nurturing ground where creativity, innovativeness, intellectual prowess, critical thinking skills, empathy, and essential life skills are cultivated with utmost dedication. Creativity among our students is nurtured in the classrooms as well as outside through various types of cultural activities. Students are encouraged to think outside the box, explore their imaginations, and challenge conventional thinking. Through innovative teaching methodologies and engaging activities, students learn to approach problems with fresh perspectives, laying the foundation for innovation. Teacher educators employ strategies such as Inquiry approach, ITM, exploratory approaches, inductive methods while teaching lessons. Intellectual growth is nurtured through a rigorous academic curriculum and a rich academic environment. Students are encouraged to question, analyze, and synthesize information, empowering them to become independent and analytical thinkers. Life skills like Empathy and Social awareness are instilled through experiential learning, community engagement, and a strong ethical framework. Sarada Vilas Teachers College emphasizes the importance of empathy in fostering inclusive and compassionate educators. Life skills such as communication, leadership, Adaptability, and Time management are honed, preparing students not only for successful careers but also for responsible citizenship. In conclusion, the college stands as a beacon of excellence in nurturing well-rounded individuals. The teaching-learning process here goes beyond textbooks, shaping students into creative, empathetic, and intellectually vibrant individuals who are equipped to face the challenges of the modern world.

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

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

All of the above

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

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

Ten/All of the above

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

2.4.3 - Competency of effective 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

File Description	Documents
Data as per Data Template	No File Uploaded
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded
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

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

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

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

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

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

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

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

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

Nil

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

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

2.4.9.1 - Number of final year students during the academic year

92

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

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

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

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

nil

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

2.4.12 - Performance of students during

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

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

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

10

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

01

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

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

11

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

11

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

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

nil

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

2.6 - Evaluation Process

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

nil

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

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

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

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

A functional and sustainable grievance redressal mechanism is essential for any educational institution to maintain transparency, accountability, and fairness in its examination processes. Students, faculty, and staff must have a reliable avenue to voice their concerns, seek resolutions, and ensure that examinations are conducted fairly and efficiently. The college has a feasible and student friendly mechanism for grievance redressal related to the tests and university examinations and periodically evaluate its operational effectiveness. The performance of students in their tests and exams. If they are not happy with the gained scores approach / consult examination authorities through the grievance cell. Students are accessible to all available channels like online platforms, email, phone, and physical submission. The college has well defined comprehensive and transparent policies outlining the procedure for filing grievances, the expected timelines for resolution, and the responsibilities of all parties involved. The Cell is dedicated to handling grievances related to examinations, comprising impartial and trained members who are well-versed in the institution's policies and procedures. The mechanism ensures maintaining confidentiality and anonymity. The mechanism sets a clearly defined timeline for acknowledging and resolving complaints. Care is taken avoid delays and ensures prompt resolution. The cell has an established feedback mechanism.

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

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

nil

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

2.7 - Student Performance and Learning Outcomes

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

nil

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

2.7.2 - Pass percentage of Students during the year

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

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

The progressive performance of students depends on the inputs gained in the form of competencies that include content knowledge, skills, attitude and aptitude related to the profession of teaching. In addition to this, the process and product skills as well the work habits that are needed as the integral parts of the students learning are measured. 1. Content knowledge criterion is used to evaluate the attainment of student's knowledge and understanding of facts, concepts, theories and principles, effective use of components of the content knowledge and their plan in organizing the classes. Students also master the content regarding principles of teaching, determining what to teach, technology of teaching learning and integrating ICT skills, psychology (when and how of teaching) and various systems of education and various legal provisions, acts and rights related to education. 2. Process criterion is used to evaluate the proficiency level of performance of a skill or process, the eminence of development of unique ideas as well as the effectiveness in the selection and execution of the methods,

approaches, strategies and procedures used in a task. It will be assessed through various activities conducted during workshops, internship and immersion programmes etc.

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	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

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

91

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

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

nil

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

yes

RESEARCH AND OUTREACH ACTIVITIES**3.1 - Resource Mobilization for Research****3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year**

0

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

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

One of the above

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

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

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

3.2 - Research Publications

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

0

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

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

0

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

3.3 - Outreach Activities

3.3.1 - Number of outreach activities organized by the institution during the year

3.3.1.1 - Total number of outreach activities organized by the institution during the year

01

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

90

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

90

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

01

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

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

nil

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

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

Nil

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

3.4 - Collaboration and Linkages

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

0

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

0

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

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

0

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

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

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

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

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

Sarada Vilas Teachers College in Mysore provides comprehensive physical infrastructural facilities that adhere to the minimum requirements outlined by statutory bodies, ensuring an enriching teaching-learning environment. The institution features well equipped classrooms, integrated laboratories, essential technical gadgets and equipments to facilitate effective practical learning across various programs. The college has a large sports field catering to physical education needs, promoting holistic student development. The college meets the prescribed computing facility standards, offering access to up-to-date technology for research and learning purposes. The college has required number of classrooms, staff rooms, auditorium, seminar halls, office room, and laboratories for Psychology, Science & Computer education, well equipped library with more than 18.000 volumes and multiple restrooms for both boys and girls. In total the college is commitment to meet the stipulated requirements for students that ensures that students have access to an all-round development of teacher personality of student teachers..

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

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

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

02

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.svtcmysore.org/PhysicalFacilities.aspx
Any other relevant information	No File Uploaded

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

0

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	No File Uploaded
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.

nil

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
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

Nil

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
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

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

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

0

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

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

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

10

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

Two of the above

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

4.3 - ICT Infrastructure

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

Sarada Vilas Teachers College has recently undergone a significant enhancement in its ICT facilities, with a particular focus on augmenting the learning experience for its students. The college has successfully implemented a comprehensive upgrade, specifically in the area of Wi-Fi infrastructure, to provide cutting-edge connectivity for both students and faculty members. This upgrade involves the installation of high-speed Wi-Fi networks throughout

the entire college, ensuring a seamless and reliable connection.

This technological advancement plays a pivotal role in facilitating easy access to a myriad of online resources, research materials, and interactive learning platforms. The improved ICT facilities align seamlessly with contemporary educational requirements, creating a technology-enabled environment that not only meets but exceeds the demands of modern education. This upgrade further promotes efficient information dissemination and fosters collaborative learning among the entire college community, enhancing the overall educational experience.

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

4.3.2 - Student – Computer ratio during the academic year

3:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	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:

D. 50 MBPS – 250MBPS

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

4.3.4 - Facilities for e-content development are

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

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

4.4 - Maintenance of Campus and Infrastructure

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

0

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

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

1. Library: Annual Checkup of the physical conditions of the books and other reference materials. Stock verification is done every academic year.

2. Laboratory: Annual checkup of the laboratory - equipments,

chemicals, apparatus, records, internal physical infrastructure - electrification, water supply, sanitation, safety measures, first aid etc. Staff in charge will maintain all the documents

3. Weekly checkup of the sports materials, regular cloning of playground, rejuvenating match pitches and courts, maintenance of landscape, regular watering for green top, planting of trees in the outskirts. Physical Education Director will be in charge.

4. Every computer system is tested for its functioning by staff in charge as well as technical assistants / computer admins, periodical software updating and antivirus installations.

5. Cleaning staff appointed by the management will clean the rest rooms, corridors and staircases, whereas the attenders of the college regular clean every classroom, seminar halls, library, laboratories and garden as per the prepare work schedule. There are two staff members in charge of the maintenance.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.svtcmysore.org/Facilities.aspx
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	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	No File Uploaded
Photographs with date and caption for each initiative	No File Uploaded
Any other relevant information	No File Uploaded

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

Five/Six of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	View File

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

B. Any 3 of the above

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

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

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

5.2 - Student Progression

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

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

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

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

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

15

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

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

Nil

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

5.3 - Student Participation and Activities

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

The college boasts a vibrant Student Council known as the Cultural Forum, dedicated to orchestrating a myriad of curricular activities and programs that directly or indirectly contribute to the teacher-making process. This dynamic and engaged body plays a pivotal role in shaping the institutional landscape, embodying a proactive spirit that enriches the academic environment and advances student welfare.

With a commitment to ensuring the representation of student voices, the council maintains regular dialogues with faculty and administration, fostering a collaborative atmosphere within the college community. Beyond advocacy, the council takes a leadership role in organizing skill-enhancement workshops, inviting guest lectures, and hosting seminars that complement the curriculum, providing students with holistic growth opportunities

The Student Council operates within the framework of its official constitution, and its functional body of office bearers, including the president, vice-president, secretary, treasurer, and five to six executive committee members, is selected or elected in accordance with established procedures. To ensure efficient coordination, the council further divides into sub-committees responsible for organizing workshops, the annual sports meet, the college annual magazine, community living camps, and more. This structured approach allows the Cultural Forum to effectively fulfill its multifaceted role in enhancing the overall college experience for student teachers

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

15

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

Sarada Vilas Teachers College, founded in 1963, has been nurturing a robust alumni association comprising graduates who have emerged from our esteemed institution. The primary aim is to cultivate enduring connections with one's Alma Mater, fostering a sense of pride and commitment while actively promoting the welfare of the college's alumni. Recognizing the substantial impact an established alumni association can have, the goal extends to contributing to various developmental activities within the institution.

A thriving alumni association serves as a significant benefactor, playing a pivotal role in supporting the institution's growth and development. This network also facilitates valuable networking opportunities, linking recent graduates with established professionals to aid in their career transitions. The association forms a cohesive network of former graduates, thereby enhancing the college's profile and offering an expansive networking scope.

In addition to its role in networking, the alumni association contributes to the spirit of loyalty and the general welfare of the college. Regular alumni association meetings are convened to ensure sustained engagement and collaboration. Office bearers are diligently selected to carry out crucial responsibilities, ensuring the association's effectiveness in supporting both current and former students.

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

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	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
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

nil

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.

nil

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

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

nil

File Description	Documents
Relevant documents to indicate decentralization and participative management	No File Uploaded
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.

nil

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
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

nil

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

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

nil

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	No File Uploaded
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

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

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

Nil

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

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place Describe the existing welfare measurements for teaching and non-teaching staff and their

implementation in not more than 100 - 200 words

Nil

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

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

0

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

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

0

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

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

0

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

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

Nil

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any,

during the year in not more than 100 - 200 words

Nil

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

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

Nil

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

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

Nil

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

6.5 - Internal Quality Assurance System

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

Nil

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

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

Nil

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

0

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

6.5.4 - Institution engages in several quality

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

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

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

Nil

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The college is determined to promote energy conservation, energy efficiency and sustainability through a comprehensive energy policy. It is committed to conserve energy through non-conventional approaches, efficient technologies, and promoting awareness among student-teachers regarding the importance of energy consumption accountability. Additionally, emphasis is given for the integration of alternate energy sources to meet the required power needs. Energy has been efficiently harnessed through a huge Solar Recharging Unit that supplies electricity to the entire campus. This entails investing in infrastructure, research, and partnerships to facilitate the transition to cleaner energy options. Through this, the institution strives to minimize its carbon footprint, contribute to environmental preservation, and serve as a model for energy-conscious practices.

File Description	Documents
Institution's energy policy document	View File
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 college has set a comprehensive policy for waste management to ensure sustainable environment through environmentally responsible practices. The policy focuses on 4Rs viz, Refusing, Reducing, Reusing, and Recycling waste materials while minimizing their impact on the environment. Execution of this vision begins with segregation of generated waste at the source, ensuring proper categorization into recyclables (biodegradable, non-recyclables (non-biodegradable), and hazardous waste. An orientation is done for both staff and students to educate and develop awareness on the very need of segregation. Collected biodegradable wastes are recycled in the campus only. Non-biodegradable wastes are sent/disposed to corporation authorities. The institution's waste management policy promotes innovation, encouraging the development of sustainable alternatives and products with minimal waste generation. The effectiveness of execution of the waste management procedures is

periodically checked.

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

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

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	No File Uploaded
Any other relevant information	No File Uploaded

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

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

a pollution free healthy environment in not more than 100 - 200

words Cleanliness is Godliness. The college is dedicated to this assumption and has been upholding cleanliness, sanitation, and a pollution-free environment in the entire campus that creates a kind of conducive environment for effective teaching and learning. Needbased and systematically planned rigorous cleaning schedules and waste management protocols are meticulously followed to ensure a clean and hygienic campus. General awareness sessions are conducted to educate students and staff about waste segregation and responsible disposal practices, thereby fostering a culture of cleanliness. Two staff members are in charge of taking care of cleanliness of the campus. An outsourced cleaning team has been appointed which visits the institutional plant and cleans every part of it including classrooms, corridors, stair cases, library, laboratory, rest rooms, auditorium, seminar halls and even play grounds. The college garden has been maintained well and tree-planting initiatives are periodically done. Regular tree plantation drives are organized, expanding the green spaces in the college campus that contribute to biodiversity conservation. Additionally, the institution strictly adheres to eco-friendly practices, minimizing energy consumption and efficient waste management.

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

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

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

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

Nil

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

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

Nil

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website

D. Any 1 of the above

There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

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

7.2 - Best Practices

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

Guruvandana its a traditional custom to remember and thank the teachers who are the role models and have shaped the future of students, moulding in them, right attitude, knowledge and skills. No student can flourish without the guidance and blessings of teachers or Gurus. Infact the influence of right teachers plays a vital role in building a constructive community and a healthy society. A program that caters to this called GURUVANDANA has been in practice. Each student will speak about his or her model teacher, teachers unique characteristic features, principles, competencies and how he or she influenced the student. What characters are to be followed and Keeping this in view there has been a practice in the institution to recall the model guru, highlight the best and unique properties. This program has the following objectives: 1. Overcoming stage fear and 2. Reducing Inferiority complex and building up confidence 3. Improving Public Speaking Skills 4. Recalling and highlighting distinct competencies / characteristics This event will be conducted

everyday for 10 minutes during the assembly session.

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

7.3 - Institutional Distinctiveness

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

Nil

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