



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1. Name of the Institution

RAYAPATI VENKATA RANGA RAO
COLLEGE OF EDUCATION

- Name of the Head of the institution Prof. MOTURI RAVI KUMAR
- Designation PRINCIPAL
- Does the institution function from its own campus? Yes
- Alternate phone No. 08632350496
- Mobile No: 9440776315
- Registered e-mail ID (Principal) rk_moturi@rediffmail.com
- Alternate Email ID rvrrce@rediffmail.com
- Address J K C COLLEGE ROAD, PATTABHIPURAM
POST, GUNTUR - 522006
- City/Town GUNTUR
- State/UT ANDHRA PRADESH
- Pin Code 522006

2. Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education
- Type of Institution Co-education

- Location **Urban**
- Financial Status **Self-financing**
- Name of the Affiliating University **ACHARYA NAGARJUNA UNIVERSITY**
- Name of the IQAC Co-ordinator/Director **Smt Ch. Jalaja Kumari**
- Phone No. **08632350496**
- Alternate phone No.(IQAC) **08632232365**
- Mobile (IQAC) **9490488680**
- IQAC e-mail address **rvrnce@rediffmail.com**
- Alternate e-mail address (IQAC) **rvrnce1983@gmail.com**

3.Website address<https://www.rvrnced.org/>

- Web-link of the AQAR: (Previous Academic Year) <https://www.rvrnced.org/pdfs/AQAR%202022%2023.pdf>

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

- if yes, whether it is uploaded in the Institutional website Web link: <https://www.rvrnced.org/academic-calender.html>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	B+	2.69	2017	19/07/2017	18/07/2022

6.Date of Establishment of IQAC**02/11/2009****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NIL	NIL	NIL	Nil	0

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

NAAC guidelines

- Upload latest notification of formation of IQAC [View File](#)

9.No. of IQAC meetings held during the year 5

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount

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

* Maintained Positive, productive and emotionally secure learning environment in the institution. • The members of IQAC made efforts to improve the quality of teaching learning process in the institution based on the feedback given by the stakeholders of 2022-23. • IQAC had worked continuously for collecting qualitative and quantitative data from different units of the institution. • Used ICT for improving teaching learning process. • Motivated and trained the B.Ed. students to face A.P. TET or CTET and Teacher Recruitment Examinations.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
To celebrate National festivals	1. Celebrated Republic Day on 26 - 01 - 2024. 2. Celebrated Independence Day on 15-08-2024
To observe the important days	1. Celebrated Sankranti Sambaralu on 10-01-2024. 2. Celebrated National Science Day 28-02-2024. 3. Celebrated World Water Day on 22-03-2024. 4. Celebrated International Yoga Day on 21-06-2024. 5. Visited St. Joseph's College of Education for Women, Guntur. On 11-07-2024. 6. Celebrated National Teacher's Day on 05.09.2024. 7. Celebrated National Education Day on 11-11-2024. 8. Celebrated National Constitution Day on 26-11-2024. 9. Celebrated Human Right's Day on 10-12-2024. 10. Celebrated National Mathematics Day on 21-12-2024.
To Visit Orphanages & Old age Homes	Visited Orphanage 'Matrusri Children Home' on 20-06-2024.
To Conduct Sports Meet	Conducted on Sports meet on 19-04-2024 & 20-04-2024.
To Celebrate Fresher's Day & Farewell Day	1. Celebrated Get together on 24-04-2024. 2. Celebrated Fresher's Day on 22-11-2024.
To Conduct the Birthday Celebrations of eminent persons	1. Celebrated 107th Birth anniversary of Vidwan Sri Gogineni Kanakaiah on 04-01-2024. 2. Celebrated Birthday of Sri Kaviraju Tripuraneni Ramaswamy Chowdary on 15-01-2024. 3. Celebrated Birthday of Late Sri Rayapati Venkata Ranga Rao on 15-10-2024.
To Encourage the students to participate in different	1. Participated in Essay Writing competitions in J.K.C college,

competition & competitive exams	Guntur. On 14-11-2024. 2. Participated in Inter College Literary competitions conducted by Hindu College, Guntur on 18-11-2024.
To Conduct Students Induction Program	Conducted Induction Program on 30-12-2024 for 2024-26 B. Ed batch

13. Whether the AQAR was placed before statutory body? **Yes**

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
MANAGEMENT	18/01/2025

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

1.Name of the Institution	RAYAPATI VENKATA RANGA RAO COLLEGE OF EDUCATION
• Name of the Head of the institution	Prof. MOTURI RAVI KUMAR
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• State/UT	ANDHRA PRADESH
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• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban
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Name of the statutory body	Date of meeting(s)
MANAGEMENT	18/01/2025

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2023-24	21/01/2025

15. Multidisciplinary / interdisciplinary

The College upholds the goals of the National Education Policy, which include developing our country's human resources into global citizens and offering high-quality education. Multidisciplinary curricula, which allow students to select courses from the institution's array of offerings according to their preferences, are provided in order to support their overall academic growth. The college emphasizes the fundamental ideas of NEP while offering diversity in all curricula and pedagogy, utilizing technology breakthroughs in instruction to foster critical thinking, creativity, and logical decision-making. Among the diverse courses offered by the programs are drama and art integration through Art Education, the use of ICT in the teaching and learning process and student participation in national priority programs, Community Engagement and Cultural activities.

16. Academic bank of credits (ABC):

The university takes a student-centric pedagogical approach, and its faculties use constructivist, inquiry based, reflective, collaborative, and integrative pedagogies. Assessments, including formative and summative, assignments, are used to gauge how well students have learned. The Higher Education Department's and the associated university's (Acharya Nagarjuna University) policies determine how ready an institution is to adopt the Academic Bank of Credits. To achieve this, a centralized database will be created in conjunction with the college's database to digitally store the academic credits that students have earned from different subjects. This will allow the student's prior credit to be transferred to them when they re-enter the program.

17. Skill development:

A teacher has a significant impact on the development of good citizens who go on to lead successful lives and make valuable contributions to society. As a result, college instructors make pupils aware of the shifts occurring within the educational landscape. Colleges place a strong emphasis on collaborative learning—the interaction of quick learners and slow learners—through peer teaching, in which proficient students mentor and assist slower learners in discussing and deciphering material, as emphasized in NEP 2020. The college also uses team teaching, in which a number of instructors address the various facets of a given occurrence. The faculty of the college makes the necessary preparations for lessons, study notes, and presentations, following a pedagogical transition from "mind filling to mind forming." The administration and faculty work hard to encourage students to think creatively and to enhance the teaching-learning and assessment processes. In addition, investigations and outreach initiatives. This quality is the reason behind their designation as innovation ambassadors. Both the instructors and the students interact with their peers and fellow students by sharing ideas and innovations. Through core subjects, methodology, and credential programs, soft skills are fostered. Students receive value-added courses in soft skills like conflict resolution, time management, empathy, interpersonal relationships, and self-awareness. By incorporating ICT into their lecture plans, students receive training on how to create e-modules. The school gives students the chance to take part in a variety of practical workshops. They can learn by experience, which encourages children to take the initiative and engage in different activities. Student teachers have been given access to an entrepreneurship training certificate course in order to improve their capacity to open their own schools. Special or extended lectures are scheduled to instill values. Human rights and communal harmony are the subjects of debate, essay writing, elocution play, dance, and other activities aimed at fostering humanitarian principles. The curriculum, elective courses, and pedagogical exchanges all demonstrate the institution's efforts to enhance students' skills.

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

Our College integrates Indian knowledge System through different activities like Academic, Cultural, Cocurricular activities. Academic Activities Curriculum Integration: Courses on philosophy, literature, and arts are included in the B.Ed. curriculum. For example, subjects like Philosophy, Sociology, and

Art Education. Assignments and Seminars: Assignments and seminars on topics like yoga, meditation, and traditional Indian arts and crafts to provide hands-on learning experiences. Cultural Activities Festivals and Celebrations: Celebrating traditional Indian festivals like Ugadi, Holi and Pongal on campus to foster cultural awareness and appreciation. Cultural Performances: Hosting performances of classical Indian dance forms like Bharatanatyam, Kuchipudi and Odissi, as well as traditional music concerts. Art Exhibitions: Organizing exhibitions showcasing traditional Indian art forms . Co-curricular Activities Field Visits: Arranging visits to historical sites, temples, and museums to help students understand the historical and cultural context of IKS.. Community Engagement: Involving students in community projects that utilize traditional knowledge, such as waste management, water conservation, Vermi compost, Visits to Orphanages and Old age homes. Skill Development: Offering courses and seminars to develop skills.

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

Outcome Based Instruction (OBE) is an educational model that involves the rebuilding of educational program, teaching methods and appraisal practices to mirror the accomplishment of high-request learning. The goals set out in the NEP on OBE are Capability, standard, benchmarks, and achievement of targets. Not with standing this, the OBE consolidates three components: Hypothesis of schooling, A precise design of instruction, and a explicit way to deal with educational practice. The educational plan of both the courses is planned remembering the territorial and worldwide prerequisites. Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) are all clearly stated by the college. The courses advertised are planned with results focused on the levels expounded by Blossom's scientific categorization. Aside from the area explicit abilities, learning results at all levels guarantee social responsiveness and morals, as well as enterprising abilities with the goal that understudy contribute proactively to monetary, ecological and social prosperity of the country. The Course Results (COs) are additionally adjusted to the PO-PSO reasoning. All courses schedule has been planned with due thought to large scale financial and social requirements at huge to apply the soul of NEP. The college thus adapts a variety of teaching methods to achieve the learning outcomes, including lectures, seminars, tutorials, workshops, practical and project based learning, technology-enabled learning, internships, and research projects.

20.Distance education/online education:

The college has used the opportunity and potential of the faculty and infrastructure in offering the courses through online platforms during the pandemic. The institution integrates technology to improve multiple aspects of education. It will be supported, adopted and provided to students. The institution encourages use of online portals, online presentations, seminars, puzzles, quizzes, Google forms and so on. Google Meet supports the students in communication and collaboration with others. Instant feedback from the teacher provides them with personalized learning. Face to face interaction with two-way video, two-way audio interfaces will be provided.

Extended Profile

1.Student

2.1	315
Number of students on roll during the year	

File Description	Documents
Data Template	No File Uploaded

2.2	165
Number of seats sanctioned during the year	

File Description	Documents
Data Template	No File Uploaded

2.3	60
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	No File Uploaded

2.4	159
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	No File Uploaded

2.5	Number of graduating students during the year	159						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>No File Uploaded</td> </tr> </tbody> </table>			File Description	Documents	Data Template	No File Uploaded		
File Description	Documents							
Data Template	No File Uploaded							
2.6	Number of students enrolled during the year	156						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>No File Uploaded</td> </tr> </tbody> </table>			File Description	Documents	Data Template	No File Uploaded		
File Description	Documents							
Data Template	No File Uploaded							
2. Institution								
4.1	Total expenditure, excluding salary, during the year (INR in Lakhs):	33.78						
4.2	Total number of computers on campus for academic purposes	30						
3. Teacher								
5.1	Number of full-time teachers during the year:	24						
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data Template</td> <td>No File Uploaded</td> </tr> <tr> <td>Data Template</td> <td>No File Uploaded</td> </tr> </tbody> </table>			File Description	Documents	Data Template	No File Uploaded	Data Template	No File Uploaded
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Data Template	No File Uploaded							
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5.2	Number of sanctioned posts for the year:	24						
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

Our College of Education is proudly affiliated with Acharya Nagarjuna University, a renowned institution known for its commitment to academic excellence. As an affiliated college, our curriculum is carefully designed by the university to ensure that our students receive a comprehensive and well - rounded education. However, we believe in going above and beyond the minimum standards set by the university.

At our college, we have a dedicated and passionate faculty who are constantly exploring innovative teaching-learning methods. They strive to incorporate these methods into their classrooms to enhance the learning experience for our students. We firmly believe that a practical approach to education is essential, and our faculty members are committed to implementing this approach to the best of their ability.

To ensure that our curriculum remains relevant and up-to-date, we actively seek feedback from various stakeholders. This includes students, faculty members, and even our esteemed alumni. Their valuable insights and suggestions are discussed in meetings led by our Principal and staff. Based on this feedback, we provide suggestions and recommendations to the university for further improvement.

Our faculty members play a crucial role in translating the institute's goals into meaningful academic programs and activities. Their creative ideas and expertise contribute to the overall development of our college and help us deliver a high-quality education to our students.

<https://www.rvrccd.org/teaching-staff.html>

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

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

B. Any 5 of the above

File Description	Documents
Data as per Data Template	No File Uploaded
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	View File
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

B. Any 3 of the Above

are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	No File Uploaded
URL to the page on website where the PLOs and CLOs are listed	https://www.rvrrced.org/homepdfs/PLOs%20AND%20CLOs%20for%20%202%20Years%20B.Ed.%20Program.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

6

File Description	Documents
Data as per Data Template	No File Uploaded
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://www.rvrrced.org/subjects.html

1.2.2 - Number of value-added courses offered during the year	
0	
1.2.2.1 - Number of value-added courses offered during the year	
0	
File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
0	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
0	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	One of the above

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

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

0

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0

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

1.3 - Curriculum Enrichment

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

In the 2-year B.Ed. Curriculum, there are a total of 17 theory papers that play a crucial role in providing students with a comprehensive understanding of the field of teacher education. These theory papers cover various aspects of teaching and learning, including pedagogy, curriculum development, educational psychology, and assessment methods. By studying these theory papers, student teachers gain valuable insights into the principles and practices of effective teaching.

Furthermore, as part of their B.Ed. program, student teachers are required to complete an internship program in their 3rd and 4th semesters. During the 3rd semester, they are assigned to teach 6th and 7th grade classes, while in the 4th semester, they are responsible for teaching 8th, 9th, and 10th-grade classes. This internship program serves as a platform for student teachers to apply the knowledge and skills they have acquired in the theory papers to real-life teaching situations.

In addition to the internship program, the B.Ed. curriculum also includes various projects that student teachers need to complete. These projects are designed to enhance their practical teaching skills and encourage them to think critically and creatively. Throughout the course of their B.Ed. program, student teachers engage in a wide range of activities both within the college and in the wider community. These activities provide them with opportunities to develop and apply competencies such as emotional intelligence, critical thinking, and negotiation and communication skills.

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

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

In the first semester, as part of the practicum for the philosophical foundation of education, student teachers have the opportunity to gain practical experience by conducting surveys of schools that operate under various management systems. These surveys allow the student teachers to observe and analyze the development, functions, and differences of these schools. This hands-on approach provides valuable insights into the diverse educational landscape. Moving forward, in the third semester, student teachers engage in the Learning Assessment Practicum, where they delve into the assessment practices employed by different schools under various managements, including Z.P/Govt, private, and residential schools. This comprehensive exploration enhances their understanding of the assessment methodologies utilized in different educational settings.

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	View File
Any other relevant information	No File Uploaded

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

The management of our esteemed institution is wholeheartedly committed to enhancing the comprehension of diverse learning experiences, with the ultimate aim of equipping our esteemed students with the necessary skills and knowledge to not only excel but also thrive in the highly competitive professional world upon successful completion of their comprehensive B.Ed. course. To achieve this paramount goal, we have meticulously devised and implemented a wide array of highly effective strategies that have consistently proven to be both engaging and inspiring for our esteemed students. These innovative strategies encompass the establishment of crystal-clear learning objectives, prioritizing utmost convenience and flexibility for our esteemed students, harnessing the power of creative and captivating course content, duly recognizing and rewarding our esteemed students' unwavering engagement and active participation, fostering open and

transparent channels of communication to ensure seamless interaction, and providing tangible real-world incentives to further motivate and encourage our esteemed students to strive for excellence, thereby ensuring their holistic development and preparing them impeccably for their future careers. By meticulously implementing these multifaceted strategies, we are unequivocally confident that our esteemed students will be exceptionally well-prepared to embark on their professional journeys with utmost confidence, competence, and success.

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

1.4 - Feedback System

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

Four 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 and analysed

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

TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
156	
2.1.1.1 - Number of students enrolled during the year	
156	
File Description	Documents
Data as per Data Template	No File Uploaded
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	No File Uploaded
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	
Nil	
2.1.2.1 - Number of students enrolled from the reserved categories during the year	
84	

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

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

Nil

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

6

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

2.2 - Honoring Student Diversity

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

At the entry level, students marks in degree level are considered subjects knowledge in their concerned methodologies up to 10th class in tested by giving assignments and tests. Academic support is provided according to their needs in the following ways : 1.

Mentoring, academic counselling. 2. Peer Feedback, Tutoring. 3. Remedial Learning Engagement. 4. Learning Enhancement, Enrichment inputs.

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

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

Six/Five of the above

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left

Three of the above

**to the judgment of the individual teacher/s
Whenever need arises due to student
diversity**

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

2.2.4 - Student-Mentor ratio for the academic year

Nil

2.2.4.1 - Number of mentors in the Institution

19

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

2.3 - Teaching- Learning Process

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

The institution has implemented a variety of teaching methods to ensure effective learning. These methods include the lecture method, ICT integrated method, group discussion, and brain storming. The lecture method, which is a teacher-centered approach, is particularly useful for teaching certain concepts and facilitating quick revision. In subjects like Science, where practical experiments are essential, the institution utilizes

simulation methods to demonstrate the experiments. Additionally, for subjects like Psychology, where learning theories and child development are important, ICT integration is employed. This integration allows for a more interactive and engaging learning experience. Furthermore, the institution employs innovative techniques such as group discussions and brain storming to foster creative thinking, effective communication skills, and critical thinking among students. These techniques also expose students to various social problems prevalent in society, encouraging them to develop a deeper understanding of the world around them.

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

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

20

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

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

315

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	Five/Six of the above
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File Description	Documents
Data as per Data Template	No File Uploaded
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	https://www.rvrrced.org/naac-c4.html
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

The institution has continual mentoring system for the professional development of student teachers through different activities like: For working in teams - The faculty conducts group discussions on various topics, seminars and micro teaching practice in the classrooms. For dealing with student diversity, the institution provides guidance and counselling by establishing

Guidance & Counselling cell on the campus. The institution encourages the students to participate in different activities or programmes according to their interest and capability. The faculty also give guidance to student teachers for balancing class and home work stress through the mentor and mentee activities. For make the student teachers upgrade in present scenario, the faculty conducts seminars, group discussions, buzz sessions and visits to different places like historical importance, orphanages, Science Centres etc.

File Description	Documents
Documentary evidence in support of the claim	View File
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

Four of the above

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

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

Creativity, innovation, intellectual, thinking skills, empathy, life skills etc., are fundamentals to all disciplines and an essential part of the teaching and learning process.

Creativity: In pedagogic subjects, student teachers have to prepare activity sheets, teaching and learning material to practice teaching. With this, they develop creativity.

Innovativeness: During internship programme student teachers use innovative methods to teach their methodology subjects. They also apply innovative practices in classroom management.

Intellectual and thinking skills: to teach their methodology subjects they refer books, browse internet for content knowledge and new strategies to teach.

Empathy and Life skills: In ICT, they study about Flanders Interaction Analysis in theory and during Internship. They analyze the classroom interaction by FIA . Through this activity, they develop empathy.

In the second year B.Ed. programme, they have to do many activities, projects inside of the classroom and outside of the classroom. Through these activities, they develop life skills.

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

2.4.3 - Competency of effective communication is developed in students	All of the above
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<p>through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	
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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	View File
Any other relevant information	No File Uploaded

<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p style="text-align: center;">All of the above</p>
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File Description	Documents
Data as per Data Template	No File Uploaded
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	View File
Any other relevant information	No File Uploaded

<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive</p>	<p style="text-align: center;">All of the above</p>
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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	View File
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded
Any other relevant information	No File Uploaded
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	All of the above
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	View File
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	Four of the above

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

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

A group of students are attached with the particular school which is selected by the institution. In that school, students acquire knowledge about the system of school. Permission is taken from The District Educational Officer for practicing in schools and the Schools are allotted by the DEO. The College Principal, allots, a particular school to a particular group of students and one faculty member to supervise the students, wherein time table for teaching practice is framed with the help of School Teachers/ Principal. The students have to prepare a file in which they record the observations made by them and the lessons prepared by them. They have to prepare a detailed school report and record the attendance of the students and other related information about them. In the beginning of the practice teaching at the school, a discussion session is arranged in which all student teachers, staff members of the school and head of the school share their views. School teachers are consulted regarding distribution of sections and classes, syllabus to be covered, maintaining discipline during teaching practice etc. The timetable is also planned by the mentor teacher after discussing with the school staff and Principal. Mentor Teacher monitors the presentation of lesson and gives remarks on their files.

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

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

2.4.9.1 - Number of final year students during the academic year

159

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

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

Nine/All of the above

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

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

Our college adopts effective monitoring mechanisms during Internship. The student teachers will be allotted to various schools. All the student teachers are well oriented about the rules (for internship programme) and regulations of the schools, school infrastructure, teaching faculty, school time-table, school

curriculum and environment, etc., so that, they feel themselves as a part of that teaching practice. During internship each student teacher has to teach 20 lessons in each methodology by teaching two lessons per day. In the present two years B.Ed. programme, the teaching practice programme will be conducted in 3rd and 4th semesters. In 3rd semester, each student teacher has to complete 20 lessons for 6th and 7th classes in each pedagogy subject. The duration for this internship session is 8 weeks. In the 4th semester also, each student teacher has to complete 20 lessons for 8th, 9th and 10th classes in each pedagogy subject with duration of 8 weeks. • Mentor teacher monitors the presentation of the lesson and give remarks in their teaching report. • The peer group observation is also taken into consideration for improvement in performance. Each student teacher observes in both methodology courses delivered by their peer and also provides feedback. • Feedback is also taken from the head master/head mistress of the concerned school.

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

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

Four of the above

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for

Five of the above

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	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

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

24

File Description	Documents
Data as per Data Template	No File Uploaded
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

9

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

2.5.3 - Number of teaching experience of full time teachers for the during the year	
Nil	
2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year	
24	
File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded
<p>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</p> <p>The institute provides a healthy and conducive environment for teachers to stay professionally up to date. It recognizes the importance of continuous professional development and therefore organizes numerous faculty development programmes. These programmes offer valuable opportunities for teachers to enhance their skills and knowledge. Additionally, the college goes beyond traditional methods of professional development by organizing activities such as group discussions on various recent educational issues and outreach activities. These activities not only foster collaboration among teachers but also encourage them to stay updated with the latest trends and practices in education. Furthermore, the college offers a range of professional development programmes, including webinars, guest lectures, teacher collaboration with other institutes, and online teaching material development skill activities. Through these initiatives, teachers are able to share their knowledge and expertise with their colleagues, fostering a culture of continuous learning and growth.</p>	
File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded
2.6 - Evaluation Process	

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

Our college adheres to the academic calendar prepared by the ANU for the implementation of a continuous internal evaluation system. The academic calendar includes the dates of syllabus start and completion, internal exam timetables, and so on. It specified the dates of the term's end examinations. The time tables have been organized and carried out in the same manner. Teachers develop lesson plans in accordance with the ANU's academic calendar and guidelines. Every teacher administers regular class tests on the subject. Students' doubts about writing correct and appropriate answers are dispelled by teachers. The college Governing Council is in charge of regular monitoring. Some decisions were made as a result of these review meetings.

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

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

Four of the above

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

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

The institution is affiliated to Acharya Nagarjuna University . It gives schedule of examinations in its academic calendar. Generally the institution follow that schedule for examinations. The institution stictly follows the rules and regulations, given by the affiliated University regarding examinations. Sometimes we get grievances from some of the students about the change of schedules of internal examinations. We consider their grievances and respond accordingly. Usually, we get grievances from students about mistakes of their details in the hall tickets and certificates. Immediately we forward their grievances to the affiliated University for correction. Generally we get less number of grievances regarding examinations.

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

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

The academic calendar is prepared by the college according to the guidelines of the ANU and according to the university examinations. The syllabus is discussed by the staff members. Co curricular activities are conducted simultaneously from time to time. Assignment work is awarded to students and marks are awarded

before the commencement of the final examination. Similarly, farewell celebrations are also held during the end of the academic year. The principal monitors the quality of teaching-learning through daily monitoring of teaching-learning activities.

Academic Calendar : The college prepares the academic calendar in accordance with the guidelines of the ANU and the university examinations.

Syllabus Discussion: The staff members discuss the syllabus.

Co-curricular Activities: Co-curricular activities are conducted periodically.

Assignment Work Students are assigned assignment work, and marks are awarded before the final examination.

Farewell Celebrations: Farewell celebrations are held at the end of the academic year.

Quality Monitoring: The principal monitors the quality of teaching and learning activities on a daily basis.

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

2.7 - Student Performance and Learning Outcomes

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

The institution offers a comprehensive Bachelor of Education (B.Ed) Programme that is specifically designed to provide students with the necessary skills and knowledge required to excel as educators. In order to ensure a seamless transition into the B.Ed Programme, the institution has implemented an 'Induction Programme' at the beginning. This induction programme plays a crucial role in familiarizing students with the various aspects of their chosen Programme, including the curriculum, expectations, and available resources. It serves as a valuable opportunity for students to gain a deeper understanding of the goals and objectives of the B.Ed Programme, thereby establishing a solid

foundation for their educational journey.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	No File Uploaded
Result sheet for each year received from the Affiliating University	No File Uploaded
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 Institution evaluates the attainment of programme outcomes by conducting internal examinations, which are designed to assess the students' understanding and knowledge of the subject matter. In addition to exams, the Institution also utilizes assignments and seminars as assessment tools. These assignments allow students to demonstrate their ability to apply the concepts learned in class to real-world scenarios, while seminars provide an opportunity for students to present their research findings and engage in discussions with their peers and instructors.

Furthermore, the teachers play a crucial role in evaluating their own teaching performance through the "report on students lessons." This evaluation method involves the supervision of both micro and macro teaching, where teachers observe and assess their own teaching techniques and strategies. By closely monitoring the students' progress and understanding during these lessons, teachers can identify areas for improvement and make necessary adjustments to enhance the learning experience.

Overall, the Institution's evaluation process encompasses a comprehensive approach that includes various assessment methods

such as examinations, assignments, seminars, and self-evaluation. This multifaceted approach ensures that the Institution can accurately gauge the students' attainment of programme outcomes and continuously improve the teaching and learning process.

In a B.Ed. course, students are expected to develop a range of personal attributes like Communication Skills, Empathy, Patience, Adaptability, Leadership, Team Work, Ethical Conduct, Reflective Practice, Creativity, Innovation and Cultural Sensitivity that are essential for professional growth and personality development..

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

2.7.4 - Performance of outgoing students in internal assessment

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

159

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

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

Our dedicated and experienced teachers go above and beyond to ensure that our students receive a comprehensive and tailored education. They are committed to providing a wide range of learning opportunities that cater to the unique needs of each

student. This is achieved through various methods, such as reviewing and updating the fundamental content knowledge in the relevant methodology subjects. By staying up-to-date with the latest research and educational practices, our teachers are able to deliver high-quality instruction that meets the diverse learning styles and abilities of our students. Additionally, our teachers assign thought-provoking and engaging assignments that encourage critical thinking and further enhance subject understanding. These assignments are carefully designed to challenge students and promote deep learning. Furthermore, our teachers actively work on improving their teaching skills through both micro and macro teaching practice. They engage in reflective practices, seeking feedback from students and colleagues to refine their instructional techniques. By continuously honing their craft, our teachers are able to create dynamic and engaging learning environments that foster student growth and success. These activities not only enhance students' theoretical knowledge but also allow them to apply their newfound knowledge and teaching skills in real-life classroom settings, ensuring a well-rounded and practical learning experience.

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

<https://www.rvrrced.org/iqac-ncte.html>

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	View File
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

Three of the above

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

3.2 - Research Publications

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

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

2

File Description	Documents
Data as per Data Template	No File Uploaded
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

302

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

Nil

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

308

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	View File
Any other relevant information	No File Uploaded

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

In order to sensitize the students to social issues and actively contribute to community development, the institution organizes a variety of activities throughout the year. These activities serve as a platform for students to engage with and understand the importance of social issues. One such activity is the celebration of Republic Day and Independence Day, where students come together to honor and reflect upon the significance of these national events. Additionally, the institution commemorates International Women's Day, shedding light on the achievements and challenges faced by women globally. This event serves as a reminder to students about the importance of gender equality and the need to empower women in society. Another noteworthy activity organized by the institution is a rally to raise awareness about environmental issues. This rally provides students with an opportunity to actively participate in spreading awareness about the pressing environmental concerns that our planet faces today. Furthermore, the institution arranges visits to orphanages, special schools, and historical sites like Kondapalli Fort. These visits not only expose students to different aspects of society but also encourage them to develop a sense of empathy and compassion towards those less fortunate. Through these initiatives, the institution aims to instill a sense of social responsibility in students, fostering a spirit of empathy and compassion that will stay with them throughout their lives.

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

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

0

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

3.4 - Collaboration and Linkages

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

Nil

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

3

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

4

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

Three/Four of the above

Practice teaching /internship in schools
Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education
Discern ways to strengthen school based practice through joint discussions and planning
Join hands with schools in identifying areas for innovative practice
Rehabilitation Clinics
Linkages with general colleges

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, seminar halls, lab equipment, , etc. for the B.Ed Course for three units . 8 classrooms with adequate space, spacious libray and reading room, seminar and assembly halls, laboratories viz., science lab, psychology lab, curriculum Lab, and Art anfd Cratft resource centre, Health and Physical education Centre, ICT resource centre etc., There are also Common rooms for boys and girls seperately. The institution has also Spacious multipurpose playfield and adequate parking area .

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

2

File Description	Documents
Data as per Data Template	No File Uploaded
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.rvrrced.org/infrastructure.htm 1
Any other relevant information	No File Uploaded

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

2.67

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

4.2 - Library as a Learning Resource

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

The Library cum Reading room of the institution is not completely computerized. It does not utilize any Library Information System (LIS) to manage its operations, such as cataloging, circulation, and acquisitions. However, it does have a computer system that is used to record all the relevant information pertaining to the library cum reading room. This computer system serves as a repository for storing details such as book records, borrower information, and other essential data. Although not fully automated, the library still benefits from the use of technology in managing its resources and services. By leveraging this

computer system, the library is able to streamline its processes and ensure efficient access to its collection. While it may not have the advanced features of a comprehensive LIS, the library's use of technology demonstrates its commitment to providing quality services to its patrons.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
Web-link to library facilities, if available	https://www.rvrrced.org/infrastructure.htm <u>1</u>
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

Remote access refers to: • Connection to a data-processing system from a remote location, for example through a virtual private network or remote desktop application • Remote desktop software, refers to a software or an operating system feature enabling applications to be run remotely on a server while being graphically accessible locally.

Librarians generally uses various remote access platforms such as Knimbus, MyLOFT, RemoteXS, EZproxy, Refread, INFED, OpenAthens, MAPMyAccess, and RemotLog, to connect with their users.

Our college library has no remote access as we have no platforms like Knimbus, MyLOFT, RemoteXS, EZproxy, Refread, INFED, OpenAthens, MAPMyAccess and RemotLog.

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

One of the above

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)

0.20507

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	View File
Any other relevant information	No File Uploaded

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

322

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	https://www.rvrrced.org/infrastructure.htm 1
Any other relevant information	No File Uploaded

<p>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</p> <p>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</p>	<p>Three of the above</p>
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File Description	Documents
Data as per Data Template	No File Uploaded
Any other relevant information	View File

4.3 - ICT Infrastructure

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

The Institution has full equipped ICT resource centre with BSNL Fibernet Wi-Fi facility with 20 mbps. The office room of the institution has three computer systems with DVPL Wi-Fi facility with 40 mbps speed and BSNL Fibernet Wifi with 20 mbps speed along with scanner and printers. The Ground floorand first floor of the institution have the coverage of these two wifi connections. The

institution constructed a very big auditorium with 96*30 feet measurements. The Institution also constructed air conditional facility and public address system. The theatre in air - conditioned. The institution is providing computer facility and public address system. The theatre in air- conditioned. The institution is providing computer facility at different locations of the institution in addition of ICT resource centre for the convenient of the staff and students.

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

4.3.2 - Student – Computer ratio during the academic year

11:1

File Description	Documents
Data as per data template	No File Uploaded
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

Two of the above

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	https://www.rvrrced.org/naac-c4.html
List the equipment purchased for claimed facilities along with the relevant bills	View File
Link to the e-content developed by the faculty of the institution	https://www.rvrrced.org/naac-c4-material.html
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)

35

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	View File
Any other relevant information	No File Uploaded

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

The institution has well equipped building and other infrastructure according to the norms of NCTE. The intake capacity is fixed by NCTE. Hence, the infrastructure facilities always suit the needs of the content transaction and allied academic activities. The institution has also additional empty rooms more

than the NCTE norms which can be used timely depending upon any needs. The institution plans and ensures that the available infrastructure is utilized optimally at the very beginning of the academic year while planning and implementing academic activities. While preparing time table the different resources like library cum reading room, ICT resource centre, curricular laboratory, art and craft resource centre, health and physical education resource centre are allocated to the students. The students were divided basing on the pedagogy subjects so as to enable them to avail these facilities in turns. Keeping the institutional resources in mind, the faculty allocates assignments and projects to the students which facilitate the students to utilize the institutional resources optimally. The library of the institution is opened even during vacation for optimal use by the students. All the infrastructure facilities like laboratory, library, sports complex, computers, classroom etc. are sufficient for curricular and co-curricular transactions. Any student can avail any facility at any time.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.rvrrced.org/infrastructure.htm <u>1</u>
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Three of the above

File Description	Documents
Data as per Data Template	No File Uploaded
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	View File
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

Seven/Eight of the above

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

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

A. All of the above

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

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

One of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
44	159

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

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

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

14

File Description	Documents
Data as per Data Template	No File Uploaded
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)

13

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

5.3 - Student Participation and Activities

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

The purpose of establishing the Student Council (SC) is to create an effective communication bridge between the administrative authorities and the student body. While students can approach administrative officials individually, the Student Council acts as a collective platform for communication. Additionally, the Student Council plays a pivotal role in organizing and promoting cultural, sports, social, and educational events within the institution. It also provides students with an opportunity to develop leadership skills and engage in program planning and volunteering. So, our institution gives importance to establish student council and to be active. The members of the students council were elected amongst students in the classroom itself. The members of the student council were actively participated in all the quality enhancement programmes of the institution throughout the year. This council played a proactive role in the institutional functioning. They were also involved in the activities of the diiferent committes like library, sports, cultural, physical infrastructure etc., in taking decisions for effective functioning. They give valid suggestions towards the various activities.

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	View File
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

6

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

The Alumni association of the institution is called as ROSA, i.e., Rvrr Old Students Association. This was not registered under Societies Act XXI of 1860. The headquarters of ROSA is in the campus of RVRR College of Education, J.K.C College Road, J.K.C Nagar, Guntur - 522006, A.P., India.

The aim of the ROSA is to promote cordial relationship between the institution and its alumni. •Arranged periodical interactions with Alumni. • The feedback obtained from the alumni was utilized to improve the functioning of the institution. • Arranged a meeting with Alumni to get inputs about the present job scenario in schools. • An endowment has been created in the name of the Alumni and awards are being contributed for the outstanding students every year.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
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

Five/Six of the above

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	View File
Any other relevant information.	No File Uploaded

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

1

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

The Alumni Association of Rayapati Venkata Ranga Rao College of Education (ROSA) plays a crucial role in providing valuable support to the institution. One of the primary functions of the association is to motivate students and acknowledge their unique talents. This is achieved through various means, such as distributing pamphlets and brochures to inform students about upcoming competitions in areas like dance, singing, and sports. The Alumni members also play a significant role in identifying the teaching abilities of student teachers during their internships.

They recognize the potential in these aspiring educators and utilize their skills for the betterment of the institution. Moreover, the Alumni members go above and beyond by assisting student teachers in further developing their special talents. They provide guidance, showcase opportunities, and even offer financial assistance whenever it is needed. Through these efforts, the Alumni Association ensures that students receive the necessary support and encouragement to excel in their chosen fields.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The main purpose of the institution is to prepare competent and committed teachers to serve the society. Vision 1. To make the institution a centre of excellence in teacher education. 2. To contribute to the growth of teaching profession with moral and professional standards. 3. To be an effective resource centre of teacher education. 4. To render service to community at large. 5. To strive to improve standards among student teachers and to improve their overall personality. Mission 1. To prepare student teachers, imparting knowledge and skills anchored on the needs of the nation. 2. To propagate and disseminate knowledge relevant to make effective teachers. 3. To prepare teachers with professional zeal and zest. 4. To promote research that addresses educational needs and problems of learners, teachers and community. 5. To strive to sustain our institution as a scholarly abode for student teachers and teacher educators and community at large values. The motto of the institution is Knowledge, Discipline and Excellence. The institution is constantly striving to achieve the above said values. The other values highlighted by the institution are leadership qualities and positive attitude. The institution displayed the boards on the walls in the ground floor corridors to enable the students to know about the vision, mission and values of the institution. During the institutional activities like

parent teacher meetings, alumni meetings, whilst social service activities the institution upheld the vision, mission and values of the institution.

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

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

The institution follows the policy of decentralisation. Decentralisation is a means of improving the efficiency of the institution. Institution has a mechanism for delegating authority and providing operational autonomy to all the various functionaries to work towards decentralised governance system. The administration of the institution is decentralized to a large extent. • The secretary and correspondent of the institution acts as the representative of the management. • The secretary and correspondent of the institution delegates powers to required extent to the Principal with regard to financial matters, academic and administrative matters. • The Principal of the institution delegates certain powers to in-charges of various committees regarding distribution of workload among staff members and supervision of different activities of the institution. • The in-charges of various committees look after the curricular and co-curricular activities. • The members of IQAC committee initiates appropriate measures for strengthening the teaching learning process. The following committees are functioning in the institution to look after the administrative and academic procedures as per the norms of NCTE and Acharya Nagarjuna University.

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

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

The institution maintains transparency in its financial, academic, administrative and other functions.

Transparency in Academic Functioning: - The institution strictly adheres to the academic calendar that details the various activities in advance. Admission is directed by government of Andhra Pradesh Higher Education website. The examination forms are also filled through University website. All the scholarship forms are filled online.

Transparency in Administrative Functioning:- Applications for various teaching and non teaching staff are received and processed promptly. Notices are promptly shared on emails and WhatsApp groups. Govt. regulations and amendments are promptly placed before the concerned bodies, circulated and displayed.

Transparency in Financial Functioning:- Our college strictly follows all the rules and regulations of the Government of Andhra Pradesh. Its Annual Budget and Annual Accounts are prepared and get it audited.

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

6.2 - Strategy Development and Deployment

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

The institution strategically plans to develop the following aspects among the student teachers: Intellectual Academic Training

Equity Self Development, Community and National Development
Positive attitude towards Environment Employment Value oriented.

The institutional Strategic plan for Employment: The aim of education extends beyond the mere acquisition of knowledge; it also encompasses the practical aspect of securing one's livelihood. Recognizing this, our institution is committed to ensuring that graduates of our two-year B.Ed. program are well-prepared to secure employment upon completion. To achieve this, we have developed a comprehensive strategic plan and deployment strategy focused on enhancing employment opportunities for our outgoing students. Our approach includes the following key components:

Entry-Level Assessment: At the outset, we conduct an entry-level test in the students' respective subjects to gauge their foundational knowledge. This helps us identify areas that need improvement and tailor our support accordingly.

Curriculum Enhancement: We allocate two to three periods in the timetable specifically for updating students' content knowledge, particularly in subjects taught from 6th to 10 th class. Additionally, we emphasize the importance of communicative English to ensure our students are proficient in both subject matter and language skills.

Professional Exam Preparation: From the beginning of the course, we provide orientation and preparation for key teaching eligibility tests such as TET (Teacher Eligibility Test), CTET (Central Teacher Eligibility Test), and DSC (District Selection Committee). This continuous preparation ensures that our students are well-equipped to pass these crucial exams.

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

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies,

administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The college management, besides having a vision for imparting quality teacher education, has a clear vision for having financial and academic administration and for this the management follows the democratic approach of leadership. The activities planned are delegated to the concerned committees and the activities of the committees are in turn monitored by the principal of the institution. The Executive Body of the institution is a planning and policy making body related to infrastructure improvement, academic and administrative matters and recruitment of staff. It also monitors the academic progress regularly. The Governing Body of the institution looks after the institution is management, implementation of policies and continuous improvement of the college. The Principal of the institution presents the reports to the Governing Body on various aspects of the functioning of the institution. The staff recruitment is done purely on the basis of merit in a transparent manner. Recruitment of staff and institution's faculty is done by management committee as per the norms of NCTE and this list is approved by Acharya Nagarjuna University. The institution follows transparent admission procedures. Seats under category A (75%) are filled through admission procedure followed by Andhra Pradesh State Council of Higher Education (APSCHE), Government of Andhra Pradesh giving representation to all categories (B.C., S.C., S.T., disabled and handicap children, NCC and sports persons) as per rules. Seats under category B under management quota are filled as per the guidelines given by APSCHE, Government of Andhra Pradesh and Acharya Nagarjuna University.

File Description	Documents
Link to organogram on the institutional website	https://www.rvrrced.org/homepdfs/organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six of the above

attendance for students	
File Description	Documents
Data as per Data Template	No File Uploaded
Screen shots of user interfaces of each module	View File
Annual e-governance report	No File Uploaded
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
<p>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.</p> <p>There are several bodies, cells, and committees that are actively functioning within the college to ensure the continuous improvement of the quality of education. These entities play a crucial role in making decisions and resolutions that are aimed at enhancing the overall educational experience. The successful implementation of these decisions and resolutions has led to significant improvements in various aspects of the college. For instance, one of the resolutions made in the library committee was to upgrade the library by acquiring the latest books in different subjects related to education. This resolution was based on the minutes of the meeting, which provided valuable insights and guidance. As a result, a considerable number of books were purchased, enriching the library's collection and catering to the diverse educational needs of the students and faculty.</p>	
File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded
<p>6.3 - Faculty Empowerment Strategies</p> <p>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</p>	

The Institution places a high priority on the well-being of its teaching and non-teaching staff. In order to ensure their welfare, the Institution has implemented a range of effective measures. For instance, staff, and faculty members are provided with free medical checkups at hospitals managed by the College. This allows them to regularly monitor their health and detect any potential issues early on. By offering these checkups, the Institution shows its dedication to promoting preventive healthcare and taking proactive steps to address any health concerns that may arise among its employees. Additionally, the Institution ensures that its employees have access to both group and personal accident insurance coverage. This provides them with financial protection in case of any unforeseen accidents or injuries. With this insurance coverage, employees can have peace of mind knowing that they are protected against unexpected medical expenses or loss of income due to accidents. These measures clearly demonstrate the Institution's unwavering commitment to the health and safety of its valued employees, showing that their well-being is a top priority. The Institution's proactive approach to employee well-being not only fosters a positive work environment but also contributes to the overall success and productivity of the organization. By prioritizing the health and safety of its staff, the Institution recognizes the importance of their contributions and aims to create a supportive and nurturing workplace.

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

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

0

File Description	Documents
Data as per Data Template	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.

1

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.

The institution has implemented a performance appraisal system that plays a crucial role in enhancing the quality of teaching and administration. As part of this system, staff members are required to meticulously document their teaching experiences in teaching diaries, which are then carefully reviewed by both the secretary and principal. In addition to this, the secretary and principal make regular visits to the classrooms, allowing them to closely observe and evaluate the performance of the staff members. These observations and evaluations are taken into consideration by the management when conducting the final appraisal of the staff members. Furthermore, the principal and secretary also conduct periodic checks on the maintenance of registers, records, and accounts, which are essential for appraising the non-teaching staff. This comprehensive appraisal process ensures that both teaching and non-teaching staff members are fairly evaluated and recognized for their contributions to the institution's success.

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

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The institution conducts internal and external financial audit regularly. All the financial transactions - income and expenditure - are recorded and maintained in the form of registers, records, books and are readily available since the inception of the institution in 1983. The expenditure is recorded under specific heads of accounts and the accounts are maintained on a day to day basis and all the financial transactions are made through nationalized banks. The institution prepares balance sheets every year and gets them audited by recognized chartered accountant. Later, these annual balance sheets are being accepted by the Executive Committee of the institution and the General Body of the Nagarjuna Education Society, the sponsoring society of the institution.

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

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

2.25

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	View File
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.

Institutions typically follow established university norms in collecting fees from students, with special fees earmarked for the development of the institution. On the other hand, tuition fees are primarily directed towards funding salaries. To supplement these revenue streams, institutions often receive funds from various stakeholders including the state, alumni, and other sources. These funds are frequently utilized to create endowment prizes that recognize outstanding students within the university community, thereby fostering a culture of achievement and incentivizing academic excellence. By strategically allocating resources in this manner, institutions are able to sustainably support their operational expenses, drive continuous improvement, and cultivate a supportive environment that nurtures student success and institutional growth.

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

6.5 - Internal Quality Assurance System

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

The IQAC was established in 2009, following the guidelines set by the NAAC. Its primary purpose is to ensure continuous improvement in the overall performance of the institution. Key Functions:

- 1. Performance Evaluation:** The IQAC periodically evaluates the institution's performance, focusing on both academic and non-academic aspects. This helps in maintaining and enhancing the quality of education and other services provided by the institution.
- 2. Quality Assurance:** It addresses various issues related to the quality of education and institutional functioning. This includes ensuring that academic programs are up to standard and that non-academic services meet the needs of students and staff.
- 3. Feedback Mechanism:** One of the key activities of the IQAC is to administer questionnaires to students before they leave the institution. These questionnaires are designed to gather feedback on various aspects of their experience, including the quality of education, facilities, and support services.
- 4. Data Analysis and Monitoring:** By analyzing the feedback collected through these

questionnaires, the IQAC monitors various parameters that influence the quality of institutional programs. This data-driven approach helps in identifying areas for improvement and implementing necessary changes. 5. Continuous Improvement: The ultimate goal of the IQAC is to foster a culture of continuous improvement within the institution. By regularly assessing and addressing quality-related issues, the IQAC ensures that the institution remains responsive to the evolving needs of students and other stakeholders.

By systematically evaluating and improving its processes, the institution can better meet the expectations of students, faculty, and the broader community.

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

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

The institution reviews its teaching learning process, structures & methodologies of operations through IQAC. The IQAC holds meetings periodically under the chairmanship of principal to review the progress of academic activities such as, the number of classess held, syllabi covered in subject, Internal Examinations conducted and teaching diaries are verified with annual plan and also to identify, bottlenecks, if any, in administrating various progammes. With administrative staff to review the progress in respect of college administration and steps taken / to be taken for improvement. IQAC conducts periodic review of the academic and administrative functioning. Further, the IQAC collects feedback information from students on Teaching - Learning performance at the end of each semester. The information obtained is analysed and steps to be taken for necessary improvement. The Learning - Outcomes are reviewed after conducting of Internal Examinations and it calls for a one on one meeting with the faculty to make an assessment of their performance.

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

4

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

Four of the above

File Description	Documents
Data as per Data Template	No File Uploaded
Link to the minutes of the meeting of IQAC	https://www.rvrrced.org/igac-ncte.html
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.rvrrced.org/igac-ncte.html
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• 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

Incremental improvement refers to making small, continuous changes that gradually enhance processes and outcomes. Unlike major overhauls or large-scale projects, this approach focuses on steady, manageable enhancements that collectively lead to significant progress over time.

Incremental improvements achieved within the institution due to quality initiatives are:

1. Academic Collaboration and Linkages:

a) Increased Collaboration: The institution has strengthened its academic ties with established institutions. This collaboration can take various forms, such as joint research projects, faculty exchanges, and shared resources. These partnerships enrich the academic environment and provide students and faculty with broader learning and research opportunities.

b) **Enhanced Learning Opportunities:** Collaborations often lead to the sharing of best practices and innovative teaching methods, which can be integrated into the institution’s curriculum. This exchange of knowledge helps in keeping the academic programs up-to-date and relevant.

2. Innovative Teaching Models:

a) **Concept Attainment Model:** This model helps students understand and internalize concepts by presenting examples and non-examples. It encourages critical thinking and helps students develop a deeper understanding of the subject matter.

b) **Inquiry Training Model:** This model promotes active learning by encouraging students to ask questions, investigate, and explore topics in depth. It fosters a sense of curiosity and helps students develop research and problem-solving skills.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The college has implemented an energy policy with the primary goal of setting clear guidelines and practices to promote sustainability within the institution. Key points of this policy include: 1.Switching Off Electrical Appliances: All electrical devices should be turned off when not in use to conserve energy. 2.Natural Lighting and Ventilation: Whenever possible, natural light and ventilation should be utilized to reduce the need for artificial lighting and air conditioning. 3.Energy Star Labelled Equipment: Any electrical equipment purchased must have an Energy Star label, indicating it meets energy efficiency standards. 4.LED Bulbs: The use of LED bulbs is encouraged as they are more energy-efficient compared to traditional lighting. 5.Reducing Disposables and Plastics: The policy promotes minimizing the use of disposable items and plastics by opting for reusable items like bottles,

plates, and glasses. 6.Digitalization: To reduce paper usage, the college encourages digitalization of documents and processes. 7.Dust-Free Chalk Pieces: The use of dust-free chalk pieces is recommended to maintain a cleaner environment. 8.Water Usage Monitoring: Continuous monitoring of water usage is essential to ensure efficient use and conservation of water resources. These measures are part of the college's commitment to sustainability and environmental responsibility.

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

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

To reduce waste at institute, students and staff are educated on proper waste management practices through lectures, advertisement on notice boards, displaying slogan boards in the campus. Waste is collected on a daily basis from various sources and is separated as dry and wet waste. Daily garbage is collected by housekeeping personnel and handed over to authorized personnel of Guntur Municipality for further processing. All waste water lines from toilets; bathrooms etc. are connected with Municipal drainage mains. Efforts have taken to produce compost manure from the canteen solid waste and waste from other sources and efficiently run by the students. Manure is used for the purpose of herbal garden as well or for planted tree.

File Description	Documents
Documentary evidence in support of the claim	View File
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

Three of the above

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

1.Swachh Bharat Initiative: The institution is actively participating in the Swachh Bharat (Clean India) campaign, ensuring cleanliness and hygiene are maintained throughout the campus. Regular cleanliness drives are organized to keep the environment clean and healthy. **2.Plantation of Saplings:** There is a dedicated effort to plant saplings, contributing to the greening of the campus. This not only enhances the aesthetic appeal but also helps in improving air quality and providing a healthier environment for everyone. **3.Maintenance of Trees and Plants:** The existing trees and plants on the campus are well maintained, ensuring they thrive and continue to provide environmental benefits such as shade, oxygen, and habitat for wildlife. **4.Ban on**

Plastic Bags: The campus has implemented a ban on plastic bags, promoting the use of eco-friendly alternatives. This helps in reducing plastic waste and its harmful impact on the environment.

5. Energy Efficiency: The institution has taken significant steps towards energy efficiency by illuminating the campus with LED bulbs and installing five-star rated fans. These measures help in reducing energy consumption and lowering the carbon footprint.

6. Rainwater Harvesting: Two rainwater harvesting percolation pits have been established to conserve water. This initiative helps in replenishing groundwater levels and ensures sustainable water management.

8. Upgrading Electrical Fittings: All electrical fittings have been upgraded to energy-efficient LED equipment. This not only improves energy efficiency but also ensures that the campus infrastructure is modern and sustainable

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

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

All of the above

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

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

0.71250

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

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

The institution is providing assembly hall to the local community for free of cost for conducting various activities. The institution is conducting cultural activities in collaboration with Sri Gogineni Kankaiah Kalaniketan as our college is venue. The institution is providing assembly hall to the Kaviraju Samithi to commemorate Kaviraju Birth Anniversary on 15th January every year. The institution also provided college assembly hall as venue to 'Acupressure Single Point Therapy' training programme' for free of cost. As a social service, the student teachers sent to near the apartments to bring awareness on waste disposal.

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

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

B. Any 3 of the above

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

1. **Mentoring System for Student Teachers.** The Context: Students who have joined in teacher education courses undergo various problems of stress. This leads to poor academic achievement and sometimes dropout from the course. It is not possible to give personal guidance to students in class room. One solution therefore is a 'mentor system'. The mentor can form the bond with the students by establishing a good rapport with them. Mentoring is required for students to promote emotional stability, clarity in thinking and decision making. Mentoring can enable the student teacher to solve his problem.

2. **Flipped classroom model:** The institution introduced flipped classroom model to help the students of all abilities to excel, to increase student teacher interaction at anytime, anywhere and to help the struggling students. It is very useful to make students to do some work on the topic to be taught in the next class and also to make the students be prepared for higher cognitive levels of learning with peer and teacher present. During Covid time to make teaching and learning process effective without any interruption this flipped classroom is implemented successfully by the institution. It is also effectively used in administration during Covid pandemic period. We are still continuing this

strategy.

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

7.3 - Institutional Distinctiveness

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

Our college is one of the prestigious institution in Acharya Nagarjuna University area. The college aims to be a center of excellence in teacher education, focusing on producing quality teachers. Distinctive Features: Providing Online Material: The institution offers a variety of online resources to support students' learning. This includes lecture notes, e-books, and other digital materials that can be accessed anytime, anywhere, making learning more flexible and accessible. Prizes for Best Attendance: To encourage regular attendance, the college awards prizes to students who maintain the best attendance records. This initiative motivates students to attend classes consistently, which is crucial for their academic success. Recognizing Merit Students with Endowment Prizes: The college acknowledges and rewards high-achieving students by giving endowment prizes. These awards are given to students who excel academically, fostering a culture of excellence and motivating others to strive for high performance. Special Focus on APTET, CTET, and DSC: The institution places a strong emphasis on preparing students for important teacher eligibility tests such as the Andhra Pradesh Teacher Eligibility Test (APTET), Central Teacher Eligibility Test (CTET), and District Selection Committee (DSC) exams. This specialized focus helps students to be well-prepared for these competitive exams, increasing their chances of success. Guidance for Staff Appearing for NET and APSET: The college also supports its staff members who are preparing for the National Eligibility Test (NET) and Andhra Pradesh State Eligibility Test (APSET). This guidance ensures that the faculty members are well qualified and up-to-date with the latest educational standards and practices.

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