



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

## **RAYAPATI VENKATA RANGA RAO COLLEGE OF EDUCATION**

**J K C COLLEGE ROAD, J K C NAGAR, PATTABHIPURAM (P.O), GUNTUR -  
522006, ANDHRA PRADESH**

**522006**

**[www.rvrrced.org](http://www.rvrrced.org)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

The famous educationist, humanist, philanthropist Late Vidwan Sri Gogineni Kanakaiah felt the need and the necessity for a College of Education, which can cater to the needs of all sections of the society. He was not in a position to support several deserving prospective teacher students who approached him for help, for an admission into Colleges of Education in Guntur.

At this juncture, Rayapati Venkata Ranga Rao College of Education was ushered into existence in the open category under the aegis of Nagarjuna Education Society, during the academic year 1983-84. This has happened with the munificent support of five times Member of Parliament and a devout business magnet Sri Rayapati Sambasiva Rao and the consistent efforts of the Nagarjuna Education Society, the sponsoring agency of the College. With this, the dream of Vidwan Sri Gogineni Kanakaiah has become a reality.

The college has the distinction of having its first B.Ed. programme inaugurated by Dr. K. Raja Rama Mohana Rao, the then esteemed Vice-Chancellor of Nagarjuna University, on the forenoon of 5th January 1984 in the presence of the distinguished elites of the town. Since then, the college has become a landmark in the history of quality teacher education in Andhra Pradesh.

The Nagarjuna Education Society is the sponsoring body of the College of Education, which is running successfully a Degree and PG College, a Public School, a High School, an Engineering College, a Law College, a Pharmacy College, a Nursing College, etc.,.

Under the able administration of the affectionate and benevolent management, the college has acquired economic stability, good academic excellence and memorable examination results.

### **Vision**

- To make the institution as a centre of excellence in teacher education.
- To contribute to the growth of teaching profession with moral and professional standards.
- To be an effective resource centre of teacher education.
- To render service to community at large.

- To strive to improve standards among student teachers and to improve their overall personality.

## **Mission**

1. To propagate and disseminate knowledge relevant to make effective teachers.
2. To prepare teachers with professional zeal and zest.
3. To promote research that addresses educational needs and problems of learners, teachers and community.
4. To strive to sustain our institution as a scholarly abode for student teachers and teacher educators and community at large.
5. To strive to sustain our institution as a scholarly abode for student teachers and teacher educators and community at large.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- Established by renowned Nagarjuna Education Society (1967) in the year 1983. Philanthropic management with a vision for imparting quality education.
- Well-equipped infrastructure with spacious built-up area. Accredited by NAAC in 2012 and 2017.
- One among the reputed Colleges of Education in the combined state of AP and Telangana. Congenial academic environment with good discipline.
- Cordial relationship between all students and teachers.
- Mentoring activity by the faculty enable the students to realize their strengths and weaknesses. Qualified and dedicated teaching and non-teaching staff: 9 Ph.D.s, 3 M. Phil., and 13 UGC NET / APSET.
- Spacious library text books, reference books, encyclopedias, Ph.D. theses, M.Ed. dissertations, and educational journals.
- High profile alumni occupying top positions in their professions.
- One MOU with a College of Education and three MOUs with schools. Strong academic support from Alumni in teaching learning process.
- Transparent administrative and financial procedures.
- Environmental initiatives like rain water conservation through percolation pit. ICT infrastructure for smooth conduct of academic and administrative processes. Good placements in Campus Recruitment.

### **Institutional Weakness**

The institution is trying its level best to minimize the below listed weaknesses through continuous and comprehensive strategies.

- Students, being from rural areas, are facing language barriers (English communication skills).
- Lack of adequate English communication skills among the staff.
- Nominal collaborative approach among the Colleges of Education.
- Limited research work.
- Limited consultancy work.

### **Institutional Opportunity**

- ? Customized and need based teaching learning programmed as per student requirements.
- ? Providing guidance and training for teacher eligibility test and teacher recruitment test.
- ? Strengthening of remedial instruction to improve the learning progress of students.
- ? Providing mentor activity for personal, academic and professional development of students.
- ? Strengthening positive attitude and human values among the students.
- ? Support of alumni at internship schools.
- ? Close Interaction with schools with comprehensive understanding of their requirements.
- ? Close to capital city Amaravathi.

### **Institutional Challenge**

- ? Due to 2 years B.Ed. course, there has been a steep fall in enrolment of students in B.Ed. and M.Ed. courses.
- ? Many B.Ed. colleges have been established all over the state of Andhra Pradesh before the introduction of 2 years B.Ed. and M.Ed. courses. The courses have lost their charm. So, the Colleges of Education give unhealthy attractions to the students. Students seek short cut. It harms the system. The Colleges of Education which try to maintain strict rules and regulations have to suffer a lot. This college suffered a lot with meagre

admissions in B.Ed. course and zero admissions in M.Ed. course during the period 2015-16 to 2021-22. Consequently, the college discontinued its M.Ed. course in the year 2022 and running only B.Ed. course.

? As per the regulations of NCTE, internship is prescribed for 20 weeks. In this context, finding internship schools is a difficult task.

? Being a Private-unaided-self financed college, it has to meet the expenditure of staff salary from the tuition fee of the students. The fee structure of the students prescribed by the Government of Andhra Pradesh is low. So, it is a challenge to the management to run the college as per the norms of the NCTE. To develop English communication skills among the students as the students are coming from the low socio-economic and cultural back ground.

? To develop English communication skills in faculty.

? To develop inclination towards research among the students and teachers. To promote the research contribution of faculty.

? To bridge the gap between theory and practice in teaching-learning process.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

Rayapati Venkata Ranga Rao College of Education was established by Nagarjuna Education Society (N.E.S), affiliated to Acharya Nagarjuna University (A.N.U), recognised by National council of Teacher Education (N.C.T.E) and approved by Andhra Pradesh State Council of Higher Education (A.P.S.C.H.E), Government of Andhra Pradesh.

- The institution was established in 1983.
- It offers only B.Ed.course.
- The institution has a clear vision, mission and objectives.
- The B.Ed. course is planned to achieve the desired goals.

### Teaching-learning and Evaluation

The faculty members of the institution use best methods, techniques and strategies to improve the quality of teaching learning process.

- The institution ensures all round development of the student teachers by exposing them to different types of curricular and co-curricular activities.

- The institution has an integrated approach to teaching, learning and evaluation.
- Continuous and comprehensive evaluation makes teaching-learning process more flexible and effective.
- Emphasis on co-curricular activities in addition to curricular activities.

### **Infrastructure and Learning Resources**

- The institution has adequate infrastructure to implement all components of the programmes effectively and is strengthened regularly keeping in view the emerging requirements.
- The institution is endowed with excellent facilities required for creating congenial academic atmosphere.
- The institution has two big Multipurpose Halls, Spacious air conditioned Seminar Hall, Library cum Reading room stacked with a large number of books, ICT Resource Centre, Art and Craft Resource Centre, Curriculum Laboratory, Health and Physical Education Resource Centre, Psychology Laboratory, Educational Technology Laboratory and sufficient number of class rooms with required furniture for running all the courses in a smooth and effective manner.
  - All the class rooms and laboratories are well ventilated and suitably furnished.
  - Internet facility is provided to all the staff and students.
  - The infrastructure resources of the institution are utilised to the fullest extent.
  - Students and staff are encouraged to make maximum use of the resources.

### **Student Support and Progression**

- The institution provides equal opportunity to each and every student teacher to participate in all the activities of the institution.
- Student mentors help students in solving their personal, domestic, psychological and academic problems.
- Placement and career guidance is provided to the student teachers by the Placement Cell.
- Guidance and Counselling Cell provides guidance services to the student teachers.
- The institution has a alumni association for creating an association between alumni and present students. The alumni of the institution give support to the students through guidance and placement.
- The institution has a cultural committee to coordinate the cultural and literary activities of the student teachers.
- The institution makes serious efforts to increase the employability skills of the student teachers by giving necessary guidance.

## **Governance, Leadership and Management**

- The institution functions since its inception in 1983 with a vision of providing quality teacher education to its student community.
- The secretary and correspondent of the institution is highly enthusiastic to enhance professional development of student teachers and teacher educators.
- The institution, besides having a vision for imparting quality teacher education, has a vision for having quality financial and academic administration.
- The institution follows the approach of democratic leadership.
- The institution ensures the involvement of all its stakeholders in its academic programmes.
- The feedback of the students, parents and alumni are analysed and necessary steps are taken to improve the functioning of the institution.
- Various statutory and non statutory committees of the institution work with pre defined objectives.
- The leadership in the institution always looks for vision and mission of the institution which are in tune with objectives of the teacher education policy of the nation.
- The institution encourages decentralization of responsibility.
- The institution maintains transparency in financial management.
- IQAC is established and is functioning.

## **Institutional Values and Best Practices**

- The institution creates awareness about social issues among the student teachers.
- The institution creates awareness about environmental issues among the student teachers.
- The institution promotes best practices to improve the quality of teacher education.
- The institution focuses on developing teaching skills of student teachers.
- The institution has introduced mentoring system for student teachers.
- The institution has introduced tutorial system for student teachers.
- The institution has introduced Flipped Classroom Model for student teachers.
- The institution appreciates any innovative approach or idea suggested by anybody and implements it for the improvement of the institution.

## **Research and Outreach Activities**

- Acharya Nagarjuna University has granted Research centre to the institution in the year 2003.
- A research committee is established in the institution to create and monitor research activities in the institution till 2014.

- The institution produced about 35 Ph.D.s.

We had conducted the M.Ed. Course successfully from the academic year 1991-92 to 2014-15. But, subsequent to the introduction of 2 year M.Ed. course in the year 2015, we had zero admissions in our M.Ed. Course.

Under these circumstances, the management of the institution has decided to stop the conducting of M.Ed. Course from the current academic year 2022-23 onwards. We have passed a resolution in this regard on 28-7-2022. NCTE also accepted our request and granted M.Ed. withdrawal order.

- The institution offers educational services to nearby schools.
- The institution organizes extension activities like organizing health awareness programmes, blood donation camps, energy conservation awareness programmes, rallies on some social issues.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAYAPATI VENKATA RANGA RAO COLLEGE OF EDUCATION
Address	J K C COLLEGE ROAD, J K C NAGAR, PATTABHIPURAM (P.O), GUNTUR - 522006, ANDHRA PRADESH
City	GUNTUR
State	Andhra Pradesh
Pin	522006
Website	<a href="http://www.rvrccd.org">www.rvrccd.org</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	MOTURI RAVIKUMAR	0863-2350496	9440776315	-	rvrrce@rediffmail.com
IQAC / CIQA coordinator	Ch Jalaja Kumari	0863-2241618	9440937387	-	siva37387@gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

**Establishment Details**

State	University name	Document
Andhra Pradesh	Acharya Nagarjuna University	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	28-12-2015	<a href="#">View Document</a>
12B of UGC	28-12-2015	<a href="#">View Document</a>

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	<a href="#">View Document</a>	31-08-2022	23	No validity period It is permanent recognition order

**Recognitions**

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

**Location and Area of Campus**

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	J K C COLLEGE ROAD, J K C NAGAR, PATTABHIPURAM (P.O), GUNTUR - 522006, ANDHRA PRADESH	Urban	0.74	2787

## 2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Education,General	24	Any Degree	English,Telugu	165	156

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				23			
Recruited	1	0	0	1	0	0	0	0	11	12	0	23
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				10
Recruited	2	8	0	10
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				1
Recruited	1	0	0	1
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	5	3	0	9
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	0	0	0	4	8	0	12
UG	0	0	0	0	0	0	0	0	0	0

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>					
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>		<b>Female</b>		<b>Total</b>
	0	0	0	0	0

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	16	25	0	0	41
	Female	59	64	0	0	123
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Category</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	3	2	2	6
	Female	2	2	12	16
	Others	0	0	0	0
ST	Male	1	2	2	0
	Female	0	1	0	1
	Others	0	0	0	0
OBC	Male	3	4	8	8
	Female	11	4	24	14
	Others	0	0	0	0
General	Male	3	2	15	27
	Female	4	4	44	92
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>27</b>	<b>21</b>	<b>107</b>	<b>164</b>

### **Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>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,</p>
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	<p>the use of ICT in the teaching and learning process and student participation in national priority programs, Community Engagement and Cultural activities.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>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.</p>
<p>3. Skill development:</p>	<p>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</p>



	<p>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.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>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.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Outcome Based Instruction (OBE) is an educational model that involves the rebuilding of educational</p>

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.

6. 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.

**Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>In view of 2024 elections, electoral literacy club has been set up in the college in the month of January 2024.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>ELCs are functional under the guidance of Dr. K Venkateswarlu as Co-ordinating faculty member and D Koteswara Rao as a student Co-ordinator.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Several activities are performed before elections and enlightened the values of democracy among the public. • Created awareness about the importance of voting • Visited the nearby areas and educated the people to avail their right for vote in coming elections. • Group Discussions and meetings were conducted about the Electoral system</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Some of our students helped the physically disabled people and senior citizens to exercise their vote.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>Our institution helped our students who are yet to be as voters in Electoral roll by providing different facilities.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students on roll year-wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
263	127	46	45	27
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

Number of seats sanctioned year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
165	110	100	100	100
File Description		Document		
Letter from the authority (NCTE / University / R		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
83	55	55	55	55
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Central / State Govt. reservation policy for adm		<a href="#">View Document</a>		

#### 1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
103	20	25	19	8
File Description		Document		
List of final year students with seal and signat		<a href="#">View Document</a>		
Institutional data in prescribed format		<a href="#">View Document</a>		

**1.5****Number of graduating students year-wise during last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
103	20	25	19	8
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Consolidated result sheet of graduating students		<a href="#">View Document</a>		

**1.6****Number of students enrolled(admitted) year-wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
164	107	21	27	19
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		
Enrollment details submitted to the state / univ		<a href="#">View Document</a>		

**2 Teachers****2.1****Number of full time teachers year wise during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
23	16	16	16	16

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the appointment orders issued to the tea	<a href="#">View Document</a>

## 2.2

### Number of Sanctioned posts year wise during the last five years..

2022-23	2021-22	2020-21	2019-20	2018-19
24	16	16	16	16

File Description	Document
University letter with respect to sanction of p	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 3 Institution

### 3.1

### Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2022-23	2021-22	2020-21	2019-20	2018-19
3.05929	2.50000	1.75000	1.23000	1.05000

File Description	Document
Audited Income Expenditure statement year wise d	<a href="#">View Document</a>

### 3.2

### Number of Computers in the institution for academic purposes..

Response: 30

File Description	Document
Invoice bills of purchase of computers	<a href="#">View Document</a>
Copy of recent stock registers	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 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.**

**Response:**

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.rvrrced.org/teaching-staff.html>

File Description	Document
Plans for mid- course correction wherever needed for the last completed academic year	<a href="#">View Document</a>
Plan developed for the last completed academic year	<a href="#">View Document</a>
Details of a. the procedure adopted including periodicity, kinds of activities, b. Communication of decisions to all concerned c. Kinds of issues discussed	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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 last completed academic year**

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**
- 7. Alumni**

**Response:** A. Any 5 or more of the above



File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	<a href="#">View Document</a>
List of persons who participated in the process of in-house curriculum planning	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	<a href="#">View Document</a>

### 1.1.3

**While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through**

1. Website of the Institution
2. Prospectus
3. Student induction programme
4. Orientation programme for teachers

**Response:** B. Any 3 of the above

File Description	Document
Report and photographs with caption and date of student induction programmes	<a href="#">View Document</a>
Prospectus for the last completed academic year	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
URL to the page on website where the PLOs and CLOs are listed	<a href="#">View Document</a>

## 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**

**Response:** 100**1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	4	4

**1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	4	4

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	<a href="#">View Document</a>
Academic calendar showing time allotted for optional / electives / pedagogy courses	<a href="#">View Document</a>

**1.2.2****Average Number of Value-added courses offered during the last five years****Response:** 0**1.2.2.1 Number of Value – added courses offered during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

**1.2.3**

**Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years**

**Response:** 0

**1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

**1.2.4**

**Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through**

- 1.Provision in the Time Table**
- 2.Facilities in the Library**
- 3.Computer lab facilities**
- 4.Academic Advice/Guidance**

**Response:** E. None of the above

**File Description****Document**

Data as per Data Template

[View Document](#)

**1.2.5**

**Percentage of students who have completed self-study courses ( online /offline, beyond the curriculum) during the last five years**

**Response:** 0

**1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

### 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**

**Response:**

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.

<b>File Description</b>	<b>Document</b>
Photographs indicating the participation of students, if any	<a href="#">View Document</a>
List of activities conducted in support of the above	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

#### 1.3.2

**Institution familiarizes students with the diversities in school system in India as well as in an**

**international and comparative perspective.****Response:**

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	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**1.3.3****Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme****Response:**

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	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 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**

- 1. Students**
- 2. Teachers**
- 3. Employers**
- 4. Alumni**
- 5. Practice teaching schools/TEI**

**Response:** B. Any 4 of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	<a href="#">View Document</a>

### 1.4.2

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

**Response:** C. Feedback collected and analysed

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	<a href="#">View Document</a>
Action taken report of the institution with seal and signature of the Principal	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

**Average Enrollment percentage of students during the last five years..**

**Response: 52.73**

File Description	Document
Document relating to Sanction of intake from University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Approval letter of NCTE for intake for all programs	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

#### 2.1.2

**Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..**

**Response: 46.84**

**2.1.2.1 Number of students enrolled from the reserved categories during last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
45	48	15	20	16

File Description	Document
Final admission list published by the HEI	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	<a href="#">View Document</a>

### 2.1.3

#### Percentage of students enrolled from EWS and Divyangjan categories during last five years

**Response:** 3.85

#### 2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
8	04	01	0	0

File Description	Document
List of students enrolled from EWS and Divyangjan	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certificate of EWS and Divyangjan	<a href="#">View Document</a>

## 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..**

**Response:**



At the entry level, students' marks in degree level are taken into consideration to assess their academic performance. This means that their performance in their degree program is a key factor in evaluating their overall academic achievements. Additionally, their understanding of the subjects related to their chosen methodologies up to the 10th class is evaluated through assignments and tests. This evaluation process ensures that students have a solid foundation in the subjects that are directly relevant to their chosen field of study.

To cater to their individual needs, various forms of academic support are provided to students. One of these forms is mentoring, where experienced professionals guide students in their educational journey. This mentorship helps students navigate the challenges they may face and provides them with valuable insights and advice. Another form of support is academic counseling, where students can seek guidance on their academic goals and make informed decisions about their educational path.

Peer feedback and tutoring are also offered to enhance students' learning experience. Peer feedback allows students to receive constructive criticism and suggestions from their peers, which can help them improve their understanding of the subjects and refine their academic skills. Tutoring, on the other hand, provides students with one-on-one support from qualified tutors who can assist them in areas where they may be struggling. This personalized attention ensures that students receive the necessary guidance and assistance to excel in their studies.

Furthermore, remedial learning engagement is available to address any areas of weakness that students may have. This means that if a student is struggling in a particular subject or topic, they can access additional resources and support to help them overcome their difficulties. This remedial learning approach ensures that students are not left behind and have the opportunity to catch up and succeed academically.

In addition to remedial learning, learning enhancement and enrichment inputs are provided to further develop students' knowledge and skills. These inputs may include workshops, seminars, or additional coursework that goes beyond the standard curriculum. By offering these opportunities, students are able to expand their horizons, deepen their understanding of the subjects, and develop valuable skills that will benefit them in their future careers.

Overall, the academic support provided to students at the entry level is comprehensive and tailored to their individual needs. Through mentoring, academic counseling, peer feedback, tutoring, remedial learning, and learning enhancement inputs, students are equipped with the necessary tools and resources to succeed in their educational journey and beyond.

File Description	Document
The documents showing the performance of students at the entry level	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

**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**

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**
- 6. Assistive Devices and Adaptive Structures (for the differently abled)**
- 7. Multilingual interactions and inputs**

**Response:** A. Any 5 or more of the above

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the student diversities	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.2.3**

**There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students**

**Response:** Whenever need arises due to student diversity

<b>File Description</b>	<b>Document</b>
Reports with seal and signature of the Principal	<a href="#">View Document</a>
Relevant documents highlighting the activities to address the differential student needs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.2.4**

**Student-Mentor ratio for the last completed academic year**

**Response:** 263

#### 2.2.4.1 Number of mentors in the Institution

Response: 01

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 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**

**Response:**

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	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.3.2

**Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last**

five years

Response: 31.03

### 2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2022-23	2021-22	2020-21	2019-20	2018-19
6	7	7	7	0

File Description	Document
Data as per Data Template	<a href="#">View Document</a>
Link of LMS	<a href="#">View Document</a>

### 2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 99.24

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

Response: 261

File Description	Document
Programme wise list of students using ICT support	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any additional Links	<a href="#">View Document</a>

### 2.3.4

ICT support is used by students in various learning situations such as

1. Understanding theory courses
2. Practice teaching
3. Internship
4. Out of class room activities
5. Biomechanical and Kinesiological activities

**6. Field sports****Response:** A. Any 4 or more of the above

<b>File Description</b>	<b>Document</b>
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link of resources used	<a href="#">View Document</a>

**2.3.5****Continual mentoring is provided by teachers for developing professional attributes in students****Response:**

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.,

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.3.6****Institution provides exposure to students about recent developments in the field of education through**

1. **Special lectures by experts**
2. **'Book reading' & discussion on it**

3. Discussion on recent policies & regulations
4. Teacher presented seminars for benefit of teachers & students
5. Use of media for various aspects of education
6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

**Response:** B. Any 4 of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.3.7

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

**Response:**

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	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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**

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

**Response:** B. Any 6 or 7 of the above

File Description	Document
Documentary evidence in support of the selected response/s	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 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**

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**

**5. Dealing with student diversity in classrooms****6. Visualising differential learning activities according to student needs****7. Addressing inclusiveness****8. Assessing student learning****9. Mobilizing relevant and varied learning resources****10. Evolving ICT based learning situations****11. Exposure to Braille /Indian languages /Community engagement**

**Response:** A. Any 8 or more of the above

<b>File Description</b>	<b>Document</b>
Reports and photographs / videos of the activities	<a href="#">View Document</a>
Documentary evidence in support of each selected activity	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.4.3**

**Competency of effective communication is developed in students through several activities such as**

- 1. Workshop sessions for effective communication**
- 2. Simulated sessions for practicing communication in different situations**
- 3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’**
- 4. Classroom teaching learning situations along with teacher and peer feedback**

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Details of the activities carried out during last completed academic year in respect of each response indicated	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>



**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**

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

**Response:** B. Any 3 or 4 of the above

<b>File Description</b>	<b>Document</b>
Samples prepared by students for each indicated assessment tool	<a href="#">View Document</a>
Documents showing the different activities for evolving indicated assessment tools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**2.4.5**

**Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of**

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

**Response:** A. All of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	<a href="#">View Document</a>
Documentary evidence in respect of each response selected	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.4.6

**Students develop competence to organize academic, cultural, sports and community related events through**

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

**Response:** A. All of the above

File Description	Document
Report of the events organized	<a href="#">View Document</a>
Photographs with caption and date wherever possible	<a href="#">View Document</a>
Documentary evidence showing the activities carried out for each of the selected response	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.7

**A variety of assignments given and assessed for theory courses through**

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

**Response:** D. Any 1 of the above

<b>File Description</b>	<b>Document</b>
Samples of assessed assignments for theory courses of different programmes	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**2.4.8**

**Internship programme is systematically planned with necessary preparedness..**

**Response:**

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.

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.4.9**

**Average number of students attached to each school for internship during the last completed academic year**

**Response:** 11.44

**2.4.9.1 Number of schools selected for internship during the last completed academic year**

Response: 9

File Description	Document
Plan of teacher engagement in school internship	<a href="#">View Document</a>
Internship certificates for students from different host schools	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of the schedule of work of internees in each school	<a href="#">View Document</a>

#### 2.4.10

**Nature of internee engagement during internship consists of**

1. Classroom teaching
2. Mentoring
3. Time-table preparation
4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

**Response:** B. Any 6 or 7 of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	<a href="#">View Document</a>
Sample copies for each of selected activities claimed	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

#### 2.4.11

**Institution adopts effective monitoring mechanisms during internship programme.**

**Response:**

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	Document
Documentary evidence in support of the response	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.4.12

**Performance of students during internship is assessed by the institution in terms of observations of different persons such as**

1. Self
2. Peers (fellow interns)
3. Teachers / School\* Teachers
4. Principal / School\* Principal
5. B.Ed Students / School\* Students

(\* 'Schools' to be read as "TEIs" for PG programmes)

**Response:** B. Any 4 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	<a href="#">View Document</a>
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	<a href="#">View Document</a>

#### 2.4.13

**Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include**

- 1. Effectiveness in class room teaching**
- 2. Competency acquired in evaluation process in schools**
- 3. Involvement in various activities of schools**
- 4. Regularity, initiative and commitment**
- 5. Extent of job readiness**

**Response:** B. Any 4 of the above

<b>File Description</b>	<b>Document</b>
Format for criteria and weightages for interns' performance appraisal used	<a href="#">View Document</a>
Five filled in formats for each of the aspects claimed	<a href="#">View Document</a>

## 2.5 Teacher Profile and Quality

### 2.5.1

**Percentage of fulltime teachers against sanctioned posts during the last five years**

**Response:** 98.86

<b>File Description</b>	<b>Document</b>
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 2.5.2

**Percentage of fulltime teachers with Ph. D. degree during the last five years**

**Response:** 51.72

**2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years**

**Response:** 9

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Certificates of Doctoral Degree (Ph.D) of the faculty	<a href="#">View Document</a>

**2.5.3**

**Average teaching experience of full time teachers for the last completed academic year.**

**Response:** 1.04

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

Response: 24

<b>File Description</b>	<b>Document</b>
Copy of the appointment letters of the fulltime teachers	<a href="#">View Document</a>

**2.5.4**

**Teachers put-forth efforts to keep themselves updated professionally through**

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

**Response:**

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.

<b>File Description</b>	<b>Document</b>
Documentary evidence to support the claims	<a href="#">View Document</a>

## 2.6 Evaluation Process

### 2.6.1

#### **Continuous Internal Evaluation(CIE) of student learning is in place in the institution**

#### **Response:**

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.

<b>File Description</b>	<b>Document</b>
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.6.2

#### **Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation**

- 1.Display of internal assessment marks before the term end examination**
- 2.Timely feedback on individual/group performance**
- 3.Provision of improvement opportunities**
- 4.Access to tutorial/remedial support**
- 5.Provision of answering bilingually**

**Response:** A. Any 4 or more of the above



<b>File Description</b>	<b>Document</b>
Documentary evidence for remedial support provided	<a href="#">View Document</a>
Details of provisions for improvement and bi-lingual answering	<a href="#">View Document</a>
Copy of university regulation on internal evaluation for teacher education	<a href="#">View Document</a>
Annual Institutional plan of action for internal evaluation	<a href="#">View Document</a>

### 2.6.3

#### **Mechanism for grievance redressal related to examination is operationally effective**

##### **Response:**

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 strictly 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.

<b>File Description</b>	<b>Document</b>
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.6.4

#### **The Institution adheres to academic calendar for the conduct of Internal Evaluation**

##### **Response:**

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	Document
Academic calendar of the Institution with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7 Student Performance and Learning Outcomes

### 2.7.1

**The teaching learning process of the institution are aligned with the stated PLOs and CLOs.**

**Response:**

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	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7.2

### Average pass percentage of students during the last five years

**Response:** 95.43

#### 2.7.2.1 Total number of students who passed the university examination during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
96	20	24	19	8

File Description	Document
Result sheet for each year received from the Affiliating University	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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**

**Response:**

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	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**2.7.4****Performance of outgoing students in internal assessment****Response:** 99.03**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year****Response:** 102

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>

### 2.7.5

**Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.**

**Response:**

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. Our teachers are passionate about their profession and are dedicated to helping students reach their full potential. They are committed to ongoing professional development and regularly participate in workshops, conferences, and seminars to stay abreast of the latest educational trends and best practices. Through their dedication and expertise, our teachers inspire and motivate students to become lifelong learners, equipped with the knowledge and skills needed for success in the 21st century.

File Description	Document
Documentary evidence in respect to claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.8 Student Satisfaction Survey

### 2.8.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.81**

## Criterion 3 - Research and Outreach Activities

### 3.1 Resource Mobilization for Research

#### 3.1.1

**Average number of research projects funded by government and/ or non-government agencies during the last five years**

**Response: 0**

**3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

#### File Description

#### Document

Data as per Data Template

[View Document](#)

#### 3.1.2

**Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

**Response: 0**

**3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

#### 3.1.3

**In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:**

**1. Seed money for doctoral studies / research projects**

**2. Granting study leave for research field work**

**3. Undertaking appraisals of institutional functioning and documentation****4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research****Response:** E. None of the above

<b>File Description</b>	<b>Document</b>
Documentary proof for each of the claims	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**3.1.4**

**Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include**

- 1.Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations**
- 2.Encouragement to novel ideas**
- 3.Official approval and support for innovative try-outs**
- 4.Material and procedural supports**

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Reports of innovations tried out and ideas incubated	<a href="#">View Document</a>
Documentary evidences in support of the claims for each effort	<a href="#">View Document</a>
Details of reports highlighting the claims made by the institution	<a href="#">View Document</a>

**3.2 Research Publications****3.2.1**

**Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years**

**Response:** 0

**3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**



2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
First page of the article/journals with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 3.2.2

**Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**

**Response: 0**

**3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
First page of the published book/chapter with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

## 3.3 Outreach Activities

### 3.3.1

**Average number of outreach activities organized by the institution during the last five years..**

**Response: 4.8**

**3.3.1.1 Total number of outreach activities organized by the institution during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
4	7	3	4	6

File Description	Document
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

### 3.3.2

**Percentage of students participating in outreach activities organized by the institution during the last five years**

**Response:** 88.58

**3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
247	100	40	39	24

File Description	Document
Report of each outreach activity with seal and signature of the Principal	<a href="#">View Document</a>
Event-wise newspaper clippings / videos / photographs with captions and dates	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.3.3

**Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**

**Response:** 88.58

**3.3.3.1 Number of students participated in activities as part of national priority programmes**

**during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
247	100	40	39	24

<b>File Description</b>	<b>Document</b>
Documentary evidence in support of the claim along with photographs with caption and date	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Any other relevant link	<a href="#">View Document</a>

**3.3.4****Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development****Response:**

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.

<b>File Description</b>	<b>Document</b>
Report of each outreach activity signed by the Principal	<a href="#">View Document</a>

**3.3.5**

**Number of awards and honours received for outreach activities from government/ recognized agency during the last five years**

**Response: 0**

**3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

**File Description**

**Document**

Data as per Data Template

[View Document](#)

Link for additional information

[View Document](#)

### 3.4 Collaboration and Linkages

**3.4.1**

**Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years**

**Response: 2.8**

**3.4.1.1 Number of linkages for faculty exchange, student exchange, research etc. during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	3	3	2

**File Description**

**Document**

Report of each linkage along with videos/ photographs

[View Document](#)

Data as per Data Template

[View Document](#)

**3.4.2**

**Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

**Response: 0****3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Copies of the MoUs with institution / industry/ corporate houses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.4.3**

**Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes**

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**
- 5. Join hands with schools in identifying areas for innovative practice**
- 6. Rehabilitation Clinics**
- 7. Linkages with general colleges**

**Response: C. Any 3 or 4 of the above**

<b>File Description</b>	<b>Document</b>
Report of each activities with seal and signature of the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 4 - 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**

#### **Response:**

The institution is well-equipped with a variety of facilities that support the teaching and learning process. These facilities include classrooms, laboratories, seminar halls, and lab equipment, among others. Specifically, for the B.Ed Course, there are three units with a total of eight classrooms, each providing adequate space for students. These classrooms are designed to create a conducive learning environment, with comfortable seating arrangements and ample natural light. Additionally, the institution boasts a spacious library and reading room, which are stocked with a wide range of books and resources to cater to the diverse interests and academic needs of the students. The library also provides a quiet and peaceful space for students to study and conduct research. Furthermore, the institution has well-equipped seminar and assembly halls, where various events, workshops, and conferences are held to enhance the students' knowledge and skills. The laboratories available include a science lab, psychology lab, curriculum lab, and an Art and Craft resource centre. These labs are equipped with state-of-the-art equipment and materials, allowing students to engage in hands-on experiments and practical learning experiences. The science lab, for example, is equipped with microscopes, test tubes, and other scientific apparatus, enabling students to conduct experiments and explore various scientific concepts. The psychology lab, on the other hand, is equipped with tools and instruments that facilitate the study of human behavior and mental processes. The curriculum lab provides resources and materials related to curriculum development and instructional design, allowing students to gain practical insights into the process of designing effective educational programs. The Art and Craft resource centre is a creative space where students can explore their artistic talents and engage in various art and craft activities. Furthermore, there is a dedicated Health and Physical Education Centre, which includes a well-equipped gymnasium and sports facilities. This center aims to promote the overall well-being and physical fitness of the students through various physical activities and sports. The institution also has an ICT resource centre, which is equipped with computers, printers, and other technological resources to support the students' learning and research needs. The ICT resource centre provides access to the internet and various software programs, allowing students to enhance their digital literacy skills and engage in online research. To cater to the needs of the students, there are separate common rooms for boys and girls. These common rooms provide a comfortable and relaxing space for students to socialize, unwind, and engage in extracurricular activities. Lastly, the institution takes pride in its spacious multipurpose playfield and ample parking area. The playfield provides students with a space to engage in various outdoor sports and recreational activities, promoting physical fitness and teamwork. The ample parking area ensures that students and staff have convenient access to the institution, without the hassle of finding parking spaces elsewhere. Overall, the institution's well-equipped facilities create an enriching and holistic learning environment, fostering the students' intellectual, physical, and social development.

File Description	Document
List of physical facilities available for teaching learning	<a href="#">View Document</a>
Geo tagged photographs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.1.2**

**Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.**

**Response:** 20

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

Response: 2

**4.1.2.2 Number of Classrooms and seminar hall(s) in the institution**

Response: 10

File Description	Document
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link to relevant page on the Institutional website	<a href="#">View Document</a>

**4.1.3**

**Percentage of expenditure excluding salary for infrastructure augmentation during the last five years**

**Response:** 0

**4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	00	00

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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**

**Response:**

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	Document
Web-link to library facilities	<a href="#">View Document</a>

### 4.2.2

**Institution has remote access to library resources which students and teachers use frequently**

**Response:**

**Defining the Remote Access**

- Remote Access in simple language is the ability to access a computer / server remotely through a network connection.



- The users have leverage to work remotely away from the institution/ office while retaining access to a distant computer or network.
- Remote Access can be applicable for Local Area Networks (LANs), Wide Area Network (WANs) and Virtual Private Networks (VPN).

**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	Document
Landing page of the remote access webpage	<a href="#">View Document</a>

#### 4.2.3

**Institution has subscription for e-resources and has membership/ registration for the following**

- 1.e-journals
- 2.e-Shodh Sindhu
- 3.Shodhganga
- 4.e-books
- 5.Databases

**Response:** E. None of the above

File Description	Document
Data as per Data template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.2.4

**Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)**

**Response: 0.15****4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.26060	0.26673	0.10800	0.05461	0.04164

File Description	Document
Income Expenditure statements highlighting the expenditure on books, journals, e- resources with seal and signature of both the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.2.5****Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year****Response: 3.76****4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year**

Response: 220

**4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year**

Response: 215

**4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year**

Response: 210

**4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.**

Response: 210

**4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days)**

**during the last completed academic year.**

Response: 220

<b>File Description</b>	<b>Document</b>
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 last completed academic year with seal and signature of both the librarian and principal	<a href="#">View Document</a>
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	<a href="#">View Document</a>

#### 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**

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

**Response:** E. None of the above

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3 ICT Infrastructure

#### 4.3.1

**Institution updates its ICT facilities including Wi-Fi**

**Response:**

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 floor

and 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	Document
Document related to date of implementation, and updation, receipt for updating the Wi-Fi	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.2

##### Student – Computer ratio for last completed academic year

**Response:** 8.77

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

#### 4.3.3

##### Internet bandwidth available in the institution

**Response:** 150

##### 4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS

Response: 150

File Description	Document
Receipt for connection indicating bandwidth	<a href="#">View Document</a>
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

#### 4.3.4

**Facilities for e-content development are available in the institution such as**

- 1. Studio / Live studio**
- 2. Content distribution system**
- 3. Lecture Capturing System (LCS)**
- 4. Teleprompter**
- 5. Editing and graphic unit**

**Response:** C. Any 2 or 3 of the above

<b>File Description</b>	<b>Document</b>
List the equipment purchased for claimed facilities along with the relevant bills	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link to the e-content developed by the faculty of the institution	<a href="#">View Document</a>
Link to videos of the e-content development facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### **4.4 Maintenance of Campus and Infrastructure**

##### **4.4.1**

**Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**

**Response:** 2.19

**4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.0475	0.04870	0.03521	0.0384	0.0405

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 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**

##### **Response:**

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	Document
Any additional information	<a href="#">View Document</a>
Appropriate link(s) on the institutional website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 5 - 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:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

**Response:** C. Any 2 or 3 of the above

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Sample feedback sheets from the students participating in each of the initiative	<a href="#">View Document</a>
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	<a href="#">View Document</a>
Photographs with date and caption for each initiative	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

#### 5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel

- 9. Canteen**  
**10. Toilets for girls**

**Response:** B. Any 7 of the above

<b>File Description</b>	<b>Document</b>
Geo-tagged photographs	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.1.3

**The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as**

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

**Response:** C. Any 3 or 4 of the above

<b>File Description</b>	<b>Document</b>
Samples of grievance submitted offline	<a href="#">View Document</a>
Institutional guidelines for students' grievance redressal	<a href="#">View Document</a>
Data as per Data Template for the applicable options	<a href="#">View Document</a>
Composition of the student grievance redressal committee including sexual harassment and ragging	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.1.4

**Institution provides additional support to needy students in several ways such as:**

- 1. Monetary help from external sources such as banks**



**2. Outside accommodation on reasonable rent on shared or individual basis**

**3. Dean student welfare is appointed and takes care of student welfare**

**4. Placement Officer is appointed and takes care of the Placement Cell**

**5. Concession in tuition fees/hostel fees**

**6. Group insurance (Health/Accident)**

**Response:** D. Any 1 of the above

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Report of the Placement Cell	<a href="#">View Document</a>
Data as per Data template	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of students as teachers/teacher educators**

**Response:** 2.29

**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
2	01	01	0	0

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Appointment letters of 10% graduates for each year	<a href="#">View Document</a>
Annual reports of Placement Cell for five years	<a href="#">View Document</a>

### 5.2.2

**Percentage of student progression to higher education during the last completed academic year****Response:** 1.94**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 2

**5.2.2.2 Number of outgoing students progressing from PG to M.Phil.****5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.**

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Details of graduating students and their progression to higher education with seal and signature of the principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>

**5.2.3****Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)****Response:** 12**5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
15	3	0	1	2

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of certificates for qualifying in the state/national examination	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1**

**Student council is active and plays a proactive role in the institutional functioning****Response:**

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.

<b>File Description</b>	<b>Document</b>
List of students represented on different bodies of the Institution signed by the Principal	<a href="#">View Document</a>
Copy of constitution of student council signed by the Principal	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**5.3.2****Average number of sports and cultural events organized at the institution during the last five years****Response:** 4.2**5.3.2.1 Number of sports and cultural events organized at the institution during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	6	5	3	3

File Description	Document
Reports of the events along with the photographs with captions and dates	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of circular / brochure indicating such kind of events	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.**

**Response:**

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 RVR 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	Document
Upload any additional information	<a href="#">View Document</a>
Details of office bearers and members of alumni association	<a href="#">View Document</a>
Certificate of registration of Alumni Association, if registered	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

### 5.4.2

**Alumni has an active role in the regular institutional functioning such as**

**1. Motivating the freshly enrolled students**

2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

**Response:** B. Any 4 or 5 of the above

<b>File Description</b>	<b>Document</b>
Report of alumni participation in institutional functioning for last completed academic year	<a href="#">View Document</a>
Income Expenditure statement highlighting the alumni contribution	<a href="#">View Document</a>
Documentary evidence for the selected claim	<a href="#">View Document</a>
Any additional link	<a href="#">View Document</a>

### 5.4.3

#### Number of meetings of Alumni Association held during the last five years

**Response:** 1

##### 5.4.3.1 Number of meetings of Alumni Association held during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
01	0	0	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

**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.**

**Response:**

The Alumni Association of RVRRCE 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	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Paste link for additional information	<a href="#">View Document</a>

## Criterion 6 - 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**

#### **Response:**

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	Document
Vision and Mission statements of the institution	<a href="#">View Document</a>
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.2

#### **Institution practices decentralization and participative management**

##### **Response:**

The institution follows the policy of decentralization. Decentralization 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 decentralized 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	Document
Relevant documents to indicate decentralization and participative management	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.1.3

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

##### **Response:**



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	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional Strategic plan is effectively deployed**

**Response:**

Strategic Development Plan is developed in light of the vision and mission of the college. It was successful in producing quality teachers with good communication skills. The major thrust area these days is to develop ICT skills in perspective teachers. Inclusion of a lot of practical work in the course curriculum has helped in achieving the goals set in the strategic plan. The vision and mission of the college is kept in mind while reviewing the strategic plan.

Strategic Plan:

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 10th 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.
- By implementing this strategic plan and deploying it effectively, we have successfully facilitated the employment of many of our graduates in reputed schools. Our commitment to both academic excellence and practical readiness ensures that our students are not only knowledgeable but also capable of securing and thriving in their professional careers.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link to the page leading to Strategic Plan and deployment documents	<a href="#">View Document</a>

## 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.**

**Response:**

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	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link to Organogram of the Institution website	<a href="#">View Document</a>

**6.2.3**

**Implementation of e-governance are in the following areas of operation**

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

**Response:** B. Any 5 of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 6.2.4

**Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.**

**Response:**

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.

<b>File Description</b>	<b>Document</b>
Minutes of the meeting with seal and signature of the Principal	<a href="#">View Document</a>
Action taken report with seal and signature of the Principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

**Effective implementation of welfare measures for teaching and non-teaching staff is in place**

**Response:**

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. This commitment to employee well-being sets the Institution apart as an employer that values its workforce and understands the significance of investing in their health and happiness.

<b>File Description</b>	<b>Document</b>
List of welfare measures provided by the institution with seal and signature of the Principal	<a href="#">View Document</a>
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	<a href="#">View Document</a>

### 6.3.2

**Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years**

**Response:** 0

**6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

<b>File Description</b>	<b>Document</b>
Data as per Data Template	<a href="#">View Document</a>

### 6.3.3

**Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years.**

**Response: 5**

**6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	0	1	2

**File Description**

**Document**

Data as per Data Template

[View Document](#)

Brochures / Reports along with Photographs with date and caption

[View Document](#)

#### **6.3.4**

**Percentage 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**

**Response: 5.75**

**6.3.4.1 Total 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 during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	5	0

**File Description**

**Document**

Data as per Data Template

[View Document](#)

Copy of Course completion certificates

[View Document](#)

#### **6.3.5**

**The institution has a performance appraisal system for teaching and non-teaching staff**

**Response:**

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.

<b>File Description</b>	<b>Document</b>
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	<a href="#">View Document</a>
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institution conducts internal or/and external financial audit regularly**

**Response:**

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.

<b>File Description</b>	<b>Document</b>
Report of Auditors of last five years signed by the Principal	<a href="#">View Document</a>

**6.4.2**

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

**Response:** 0.16

**6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	.82	00

<b>File Description</b>	<b>Document</b>
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	<a href="#">View Document</a>

**6.4.3**

**Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.**

**Response:**

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	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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**

**Response:**

#### **Establishment and Purpose**

The IQAC was established in 2009, following the guidelines set by the National Assessment and Accreditation Council (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.

The efforts of the IQAC contribute significantly to the institution's ability to provide high-quality education and services. By systematically evaluating and improving its processes, the institution can better meet the expectations of students, faculty, and the broader community

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.5.2

**The institution reviews its teaching-learning process periodically through IQAC or any other mechanism**

**Response:**

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 classes 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 programmes. 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	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.5.3

**Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.**

**Response:** 7.6

**6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.**

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	7	9	8

<b>File Description</b>	<b>Document</b>
Report of the work done by IQAC or other quality mechanisms	<a href="#">View Document</a>
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**6.5.4**

**Institution engages in several quality initiatives such as**

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

**Response:** A. Any 4 or more of the above

File Description	Document
e-Copies of the accreditations and certifications	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Consolidated report of Academic Administrative Audit (AAA)	<a href="#">View Document</a>
Link to the minutes of the meeting of IQAC	<a href="#">View Document</a>
Link to Annual Quality Assurance Reports (AQAR) of IQAC	<a href="#">View Document</a>

### 6.5.5

#### **Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives**

#### **Response:**

Improvement does not mean to bring big changes and doing big projects. Incremental improvement is an approach to process improvement slowly but surely towards success of the institution. In this process new ideas are developed which involve low cost and low risk, but they are long lasting and accumulate small improvements in the system.

Institution increased academic collaboration and linkages with established institutions. Students are encouraged to use different models of teaching like concept attainment model, inquiry training model.

**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. Here's a more detailed look at the key aspects:

#### **1. Low Cost and Low Risk**

- **New Ideas Development:** Incremental improvements often involve innovative ideas that are easy to implement and do not require substantial financial investment. These ideas are typically low-risk, making them feasible for regular application without the fear of major setbacks.
- **Sustainability:** Because these changes are small and manageable, they are more likely to be sustainable in the long run. Each small improvement builds on the previous ones, creating a cumulative effect that enhances the overall system.

#### **2. Academic Collaboration and Linkages**

- **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.

- **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.

### 3. Innovative Teaching Models

- **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.
- **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.

### Benefits of Incremental Improvements

- **Continuous Progress:** By focusing on small, continuous improvements, the institution ensures that progress is ongoing and not dependent on large, infrequent projects.
- **Adaptability:** This approach allows the institution to adapt to changes and new challenges more effectively. Small changes can be implemented quickly and adjusted as needed.
- **Engagement:** Incremental improvements often involve input from various stakeholders, including students, faculty, and staff. This inclusive approach fosters a sense of ownership and engagement among all members of the institution.

In summary, incremental improvements are a strategic approach to achieving long-term success. By focusing on small, sustainable changes, the institution can continuously enhance its processes, foster innovation, and create a dynamic and engaging academic environment.

File Description	Document
Relevant documentary evidence in support of the claim	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 7 - 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**

**Response:**

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	Document
Institution energy policy document	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 7.1.2

**Institution has a stated policy and procedure for implementation of waste management**

**Response:**

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 been 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 as for planted trees.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.3

#### Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

**Response:** C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geo-tagged photographs	<a href="#">View Document</a>
Documentary evidence in support of each selected response	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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****Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Geotagged photographs	<a href="#">View Document</a>
Documentary evidence in support of the claim	<a href="#">View Document</a>

**7.1.5****Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment****Response:**

- 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.
- 7. Periodic Swachh Bharat Drives:** Regular Swachh Bharat drives are conducted to maintain the cleanliness and hygiene of the campus. These drives involve the participation of students and staff, fostering a sense of community and responsibility.
- 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.

These initiatives collectively contribute to creating a sustainable and eco-friendly campus environment. It's great to see such proactive measures being taken to protect and preserve the environment!

File Description	Document
Documents and/or photographs in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.6

**Institution is committed to encourage green practices that include:**

- 1. Encouraging use of bicycles / E-vehicles**
- 2. Create pedestrian friendly roads in the campus**
- 3. Develop plastic-free campus**
- 4. Move towards paperless office**
- 5. Green landscaping with trees and plants**

**Response:** A. All of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	<a href="#">View Document</a>
Snap shots and documents related to exclusive software packages used for paperless office	<a href="#">View Document</a>
Income Expenditure statement highlighting the specific components	<a href="#">View Document</a>
Circulars and relevant policy papers for the claims made	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.7****Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)****Response:** 3.65**7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
0.07000	.17000	0.06300	00	0.04731

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	<a href="#">View Document</a>
Data as per Data Template	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.8****Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.****Response:**

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 Kankaiyah 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. Also provided the college assembly hall to conduct literary program of book release function of Dr. P. Siivasankar's, a recipient of Sahitya Academy on 25th December 2022. We also provided our as venue to celebrate 'International Human Rights Day' by UNICEF Club, Guntur at free of cost. As a social service, the student teachers sent to near the apartments to bring awareness on waste disposal.

File Description	Document
Documentary evidence in support of the claim	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.1.9**

**Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways**

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

**Response:** B. Any 3 of the above

File Description	Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	<a href="#">View Document</a>
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**7.2 Best Practices****7.2.1**

**Describe at least two institutional best practices (as per NAAC format given on its website)**

**Response:**

**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.

**Objectives of the practice:** • To improve the academic performance of student teachers • To help the students in solving their problems • To minimize dropouts through personal counselling

**The Practice:** The practice is that creating an efficient mentor system. Each teacher educator who acted as a mentor is assigned 8 to 10 student teachers. They meet once in a week to discuss, clarify and to share various problems which may be personal, domestic, academic, etc. The mentor is equipped with all the necessary information about his/her allotted students in a file. The mentor involves parents or local guardians as well, whenever necessary. Obstacles faced if any and strategies adopted to overcome them. At the beginning of the mentoring sessions the students felt shy to reveal their problems. After gaining rapport in due course students gradually came forward to express their problems. It enables the faculty to guide the students in the right direction. Impact of the practice Evidence of success of the practice includes more regular attendance, better discipline, increased participation in curricular and co-curricular activities, cordial relationship between teacher educators and students and better results in university examinations. Resources required This practice requires committed teaching faculty who have the desire to help students for their improvement.

**2. Flipped classroom model:** Flipped classroom is a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter.

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	Document
Photos related to two best practices of the Institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1

**Performance of the institution in one area of distinctiveness related to its vision, priority and thrust**

**Response:**

Rayapati Venkata Ranga Rao College of Education 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 who are not only knowledgeable but also uphold strong morals and professional ethics.

### **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.

<b>File Description</b>	<b>Document</b>
Photo and /or video of institutional performance related to the one area of its distinctiveness	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Dr. M. Ravi Kumar, Professor and Principal of the institution is a member of Board of Studies in Education, Acharya Nagarjuna University, Guntur, A.P. He was nominated as a member in AP ED-CET Admission committee by the Chairman of Andhra Pradesh State Council of Higher Education. G.V.Siva Lakshmi, faculty member of the institution got Doctorate in 2021 and she was appointed as a member of Board of Studies in Education in Andhra Kesari University, Ongole, Prakasam(dt), A.P. Smt.M.Seetha Maha Lakshmi and Dr.B.Ramesh started counseling centres and rendering their consultancy services to the people suffering from psychological problems in the society. The bronze statue of college founder, Late Sri Vidwan Gogineni Kanakaiah, was unveiled in the campus on 5-1-2020.

### **Concluding Remarks :**

Rayapati Venkata Ranga Rao College of Education is sponsored by Nagarjuna Education Society (N.E.S). It is the fourth earliest institution of N.E.S and it is one among the eight institutions run by the prestigious N.E.S. It was established in the year 1983 and it celebrated its Silver Jubilee in 2008. It has a well maintained campus with right academic ambience and learning environment. It has adequate space provision as per the NCTE norms for class rooms, laboratories, library, multipurpose seminar hall and assembly hall, etc. The institution provides internet facility for all its staff members and students. The institution is governed by the management known for its commitment to society and linking the cause of education with a strong foundation of values and ethics in all its decision making processes and governance initiatives. The distinguished personalities with rich experience in the field of Higher Education are in the executive body and governing body to guide all the activities of the institution.

NCTE recognized the institution since its inception. It was granted PERMANENT AFFILIATION for its B.Ed. and M.Ed. Courses by the Acharya Nagarjuna University (ANU). The institution has gone for NAAC accreditation in 2012 and secured B grade and secured B+ Grade in second cycle, 2017. It is included under 2f and 12b of UGC Act. It is one of the best Private Unaided Colleges of Education in the State of Andhra Pradesh. It offers regular programme for B.Ed. Course. The institution discontinued its M.Ed. programme in 2022 due to lack of admissions and prospects and currently it is running only B.Ed. Course with 3units with a student strength of 150.

The teaching learning process at R.V.R.R. College of Education has been standardized in line with the guidelines issued by NCTE and ANU. The students of R.V.R.R. College of Education are given ample opportunities for the holistic development with emphasis on co-curricular activities including sports and cultural activities. An effective student mentoring system is practiced in the institution. The system of mentoring is aimed at providing timely remedial measures to keep the students on track in the academic and non-academic matters. The institution has produced about 35 Ph.D. degrees in Education under the guidance of different faculty members. Under the able and committed leadership of successive Secretary & Correspondents and Principals, the institution has been glorified.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.1.3	<p><b>Percentage of students enrolled from EWS and Divyangjan categories during last five years</b></p> <p><b>2.1.3.1. Number of students enrolled from EWS and Divyangjan categories during last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>7</td> <td>1</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>04</td> <td>01</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input is edited from EWS certificates in clarification .</p>	2022-23	2021-22	2020-21	2019-20	2018-19	14	7	1	0	0	2022-23	2021-22	2020-21	2019-20	2018-19	8	04	01	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
14	7	1	0	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
8	04	01	0	0																	
2.2.4	<p><b>Student-Mentor ratio for the last completed academic year</b></p> <p><b>2.2.4.1. Number of mentors in the Institution</b></p> <p>Answer before DVV Verification : 19</p> <p>Answer after DVV Verification: 01</p> <p>Remark : As the HEI has not provided the mentor mentee activity input is edited to zero.</p>																				
2.3.2	<p><b>Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years</b></p> <p><b>2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>7</td> <td>7</td> <td>7</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>7</td> <td>7</td> <td>7</td> <td>0</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	6	7	7	7	0	2022-23	2021-22	2020-21	2019-20	2018-19	6	7	7	7	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
6	7	7	7	0																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
6	7	7	7	0																	
2.3.3	<p><b>Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..</b></p>																				

	<p><b>2.3.3.1. Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, for the last completed academic year</b>                  Answer before DVV Verification : 261                  Answer after DVV Verification: 261</p>
2.4.3	<p><b>Competency of effective communication is developed in students through several activities such as</b></p> <ol style="list-style-type: none"> <li>1. <b>Workshop sessions for effective communication</b></li> <li>2. <b>Simulated sessions for practicing communication in different situations</b></li> <li>3. <b>Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’</b></li> <li>4. <b>Classroom teaching learning situations along with teacher and peer feedback</b></li> </ol> <p>Answer before DVV Verification : A. All of the above                  Answer After DVV Verification: B. Any 3 of the above</p>
2.4.9	<p><b>Average number of students attached to each school for internship during the last completed academic year</b></p> <p><b>2.4.9.1. Number of schools selected for internship during the last completed academic year</b>                  Answer before DVV Verification : 13                  Answer after DVV Verification: 9</p> <p>Remark : Input is edited from ths; lid of the schooled</p>
2.5.2	<p><b>Percentage of fulltime teachers with Ph. D. degree during the last five years</b></p> <p><b>2.5.2.1. Number of full time teachers in the institution with Ph.D. degree during last five years</b>                  Answer before DVV Verification : 9                  Answer after DVV Verification: 9</p>
2.5.3	<p><b>Average teaching experience of full time teachers for the last completed academic year.</b></p> <p><b>2.5.3.1. Total number of years of teaching experience of full-time teachers for the last completed academic year</b>                  Answer before DVV Verification : 24                  Answer after DVV Verification: 24</p> <p>Remark : HEI input is considered.</p>
3.1.3	<p><b>In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:</b></p> <ol style="list-style-type: none"> <li>1. <b>Seed money for doctoral studies / research projects</b></li> <li>2. <b>Granting study leave for research field work</b></li> </ol>



**3. Undertaking appraisals of institutional functioning and documentation****4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research**

Answer before DVV Verification : D. Any 1 of the above

Answer After DVV Verification: E. None of the above

Remark : Input is edited from clarification statement .

**3.2.1 Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years**

**3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	0	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

**3.2.2 Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years**

**3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	12	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

**3.3.1 Average number of outreach activities organized by the institution during the last five years..**

**3.3.1.1. Total number of outreach activities organized by the institution during the last five years.**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

4	7	3	4	6
---	---	---	---	---

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	7	3	4	6

**3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years**

**3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
247	100	40	39	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
247	100	40	39	24

**3.3.3 Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years**

**3.3.3.1. Number of students participated in activities as part of national priority programmes during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
247	100	40	39	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
247	100	40	39	24

**3.4.2 Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

**3.4.2.1. Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years**

Answer before DVV Verification : 4

Answer after DVV Verification: 0

Remark : HEI has not provided date on MOU' input is edited according to t .

4.1.2	<p><b>Percentage of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the last completed academic year.</b></p> <p><b>4.1.2.1. Number of classrooms and seminar hall(s) with ICT facilities</b>          Answer before DVV Verification : 2</p> <p><b>4.1.2.2. Number of Classrooms and seminar hall(s) in the institution</b>          Answer before DVV Verification : 10          Answer after DVV Verification: 10</p>																				
4.1.3	<p><b>Percentage of expenditure excluding salary for infrastructure augmentation during the last five years</b></p> <p><b>4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="304 831 1046 965"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>36271</td> <td>30734</td> <td>13022</td> <td>33567</td> <td>11720</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1043 1046 1178"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>00</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	36271	30734	13022	33567	11720	2022-23	2021-22	2020-21	2019-20	2018-19	00	00	00	00	00
2022-23	2021-22	2020-21	2019-20	2018-19																	
36271	30734	13022	33567	11720																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
00	00	00	00	00																	
4.2.4	<p><b>Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)</b></p> <p><b>4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)</b>          Answer before DVV Verification:</p> <table border="1" data-bbox="304 1458 1046 1592"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>26060</td> <td>26673</td> <td>10800</td> <td>5461</td> <td>4164</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1671 1046 1805"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.26060</td> <td>0.26673</td> <td>0.10800</td> <td>0.05461</td> <td>0.04164</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	26060	26673	10800	5461	4164	2022-23	2021-22	2020-21	2019-20	2018-19	0.26060	0.26673	0.10800	0.05461	0.04164
2022-23	2021-22	2020-21	2019-20	2018-19																	
26060	26673	10800	5461	4164																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0.26060	0.26673	0.10800	0.05461	0.04164																	
4.2.6	<p><b>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</b></p> <ol style="list-style-type: none"> <li><b>1. Relevant educational documents are obtained on a regular basis</b></li> <li><b>2. Documents are made available from other libraries on loan</b></li> </ol>																				

3. Documents are obtained as and when teachers recommend
4. Documents are obtained as gifts to College

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: E. None of the above

Remark : Input is edited from clarification documents .

4.4.1 **Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)**

4.4.1.1. **Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4750	4870	3521	3840	4050

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.0475	0.04870	0.03521	0.0384	0.0405

Remark : Input is edited in INR.

5.1.2 **Available student support facilities in the institution are:**

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen
10. Toilets for girls

Answer before DVV Verification : C. Any 6 of the above

Answer After DVV Verification: B. Any 7 of the above

Remark : Input is edited from clarification documents.

5.1.3 **The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as**

1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies
2. Details of members of grievance redressal committees are available on the institutional

website

3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students
4. Provision for students to submit grievances online/offline
5. Grievance redressal committee meets on a regular basis
6. Students' grievances are addressed within 7 days of receiving the complaint

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 or 4 of the above

Remark : Input is edited from clarification documents .

5.2.1	<p><b>Percentage of placement of students as teachers/teacher educators</b></p> <p>5.2.1.1. <b>Number of students of the institution placed as teachers/teacher educators during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 790 1046 925"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>17</td> <td>9</td> <td>8</td> <td>5</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1003 1046 1137"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>01</td> <td>01</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Input is edited from clarification appointment letters.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	17	9	8	5	4	2022-23	2021-22	2020-21	2019-20	2018-19	2	01	01	0	0
2022-23	2021-22	2020-21	2019-20	2018-19																	
17	9	8	5	4																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2	01	01	0	0																	
5.2.2	<p><b>Percentage of student progression to higher education during the last completed academic year</b></p> <p>5.2.2.1. <b>Number of outgoing students progressing from Bachelor to PG.</b></p> <p>Answer before DVV Verification : 7</p> <p>Answer after DVV Verification: 2</p> <p>5.2.2.2. <b>Number of outgoing students progressing from PG to M.Phil.</b></p> <p>Answer before DVV Verification : 0</p> <p>5.2.2.3. <b>Number of outgoing students progressing from PG / M.Phil to Ph.D.</b></p> <p>Answer before DVV Verification : 0</p>																				
5.2.3	<p><b>Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)</b></p> <p>5.2.3.1. <b>Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1854 1046 1989"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>5</td> <td>8</td> <td>11</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p>	2022-23	2021-22	2020-21	2019-20	2018-19	7	5	8	11	4										
2022-23	2021-22	2020-21	2019-20	2018-19																	
7	5	8	11	4																	

2022-23	2021-22	2020-21	2019-20	2018-19
15	3	0	1	2

Remark : Input is edited from both the supporting as well as clarification documents .

**5.3.2 Average number of sports and cultural events organized at the institution during the last five years**

**5.3.2.1. Number of sports and cultural events organized at the institution during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	6	5	3	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	6	5	3	3

**5.4.3 Number of meetings of Alumni Association held during the last five years**

**5.4.3.1. Number of meetings of Alumni Association held during the last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	1	0	0	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
01	0	0	0	0

Remark : Input is edited from supporting documents .

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

**6.4.2.1. Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	6	6	6	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	00	00	.82	00

Remark : Input is edited from the NGO copies.

### 7.1.3 Institution waste management practices include

1. Segregation of waste
2. E-waste management
3. Vermi-compost
4. Bio gas plants
5. Sewage Treatment Plant

Answer before DVV Verification : B. Any 3 of the above

Answer After DVV Verification: C. Any 2 of the above

Remark : Input is edited from geo tagged photographs .

### 7.1.7 Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

#### 7.1.7.1. Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7000	17000	6300	00	4731

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.07000	.17000	0.06300	00	0.04731

Remark : Input is edited in INR .

## 2.Extended Profile Deviations

ID	Extended Questions										
1.1	<p><b>Number of full time teachers year wise during the last five years..</b></p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>24</td> <td>19</td> <td>20</td> <td>22</td> <td>22</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2022-23	2021-22	2020-21	2019-20	2018-19	24	19	20	22	22
2022-23	2021-22	2020-21	2019-20	2018-19							
24	19	20	22	22							

2022-23	2021-22	2020-21	2019-20	2018-19
23	16	16	16	16

2.1 **Total expenditure excluding salary year wise during the last five years (INR in lakhs)..**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
305929	250000	175000	123000	105000

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
3.05929	2.50000	1.75000	1.23000	1.05000

2.2 **Number of Computers in the institution for academic purposes..**

Answer before DVV Verification : 30

Answer after DVV Verification : 30