



YEARLY STATUS REPORT - 2021-2022

Part A

Data of the Institution

1.Name of the Institution

SARADA VILAS TEACHERS COLLEGE

- Name of the Head of the institution **Dr .LEELA.K.S**
- Designation **PRINCIPAL**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **08212332137**
- Mobile No: **7019807294**
- Registered e-mail ID (Principal) **svtcmysore@gmail.com**
- Alternate Email ID **svbedclg@yahoo.co.in**
- Address **Sarada Vilas Road,
Krishnamurthypuram, Mysore**
- City/Town **Mysore**
- State/UT **Karnataka**
- Pin Code **570016**

2.Institutional status

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

- Financial Status **Grants-in aid**
- Name of the Affiliating University **University of Mysore**
- Name of the IQAC Co-ordinator/Director **Dr MANJUNATH H M**
- Phone No. **9986540176**
- Alternate phone No.(IQAC) **7892294756**
- Mobile (IQAC) **manjunathjasmin@gmail.com**
- IQAC e-mail address **svtcmysore@gmail.com**
- Alternate e-mail address (IQAC)

3.Website addresswww.svtcmysore.org

- Web-link of the AQAR: (Previous Academic Year) <https://www.svtcmysore.org/pdf/AQAR20202021.pdf>

4.Whether Academic Calendar prepared during the year?**No**

- if yes, whether it is uploaded in the Institutional website Web link:

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	836/1000	2007	10/02/2007	28/03/2012
Cycle 2	B	2.72	2016	26/03/2016	28/03/2021

6.Date of Establishment of IQAC**04/07/2006****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

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

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

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

9.No. of IQAC meetings held during the year 02

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

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

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

- If yes, mention the amount

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

Quality Enhancement: IQAC is responsible for implementing quality enhancement initiatives to improve the overall quality of education of our institution. These initiatives include faculty development programs, training workshops for students, and seminars on various topics related to education.

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

Plan of Action	Achievements/Outcomes
<ul style="list-style-type: none"> • Monitoring and implementing the quality management system. • Use of ICT facilities and e learning resources is made in the institution. • Formation of different committees and emphasis on internal academic audit. • Proposal to implement value added courses for the benefit of students. 	<p>The Academic calendar is followed despite severe Carona Pandemic.</p> <ul style="list-style-type: none"> • The teachers were involved in online classes and have become versed e-teaching. • Academic quality management can be assessed by the result of the students passing the session which was 100% pass with 90% having distinctions. • Under the preview of different committees a number of extra-curricular activities viz. Rangoli, Talent Hunt and other National day celebrations were conducted. • The syllabus, schedule for the value added courses were prepared and is likely to be implemented in the next academic session.

13. Whether the AQAR was placed before statutory body?

No

- Name of the statutory body

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

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

1.Name of the Institution	SARADA VILAS TEACHERS COLLEGE
• Name of the Head of the institution	Dr .LEELA.K.S
• Designation	PRINCIPAL
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• Mobile No:	7019807294
• Registered e-mail ID (Principal)	svtcmysore@gmail.com
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• Pin Code	570016
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• Type of Institution	Co-education
• Location	Urban
• Financial Status	Grants-in aid
• Name of the Affiliating University	University of Mysore

• Name of the IQAC Co-ordinator/Director	Dr MANJUNATH H M				
• Phone No.	9986540176				
• Alternate phone No.(IQAC)	7892294756				
• Mobile (IQAC)	manjunathjasmin@gmail.com				
• IQAC e-mail address	svtcmysore@gmail.com				
• Alternate e-mail address (IQAC)					
3.Website address	www.svtcmysore.org				
• Web-link of the AQAR: (Previous Academic Year)	https://www.svtcmysore.org/pdf/AQAR20202021.pdf				
4.Whether Academic Calendar prepared during the year?	No				
• if yes, whether it is uploaded in the Institutional website Web link:					
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
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Cycle 2	B	2.72	2016	26/03/2016	28/03/2021
6.Date of Establishment of IQAC			04/07/2006		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
0	0	0	Nil	0	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		

9.No. of IQAC meetings held during the year	02	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
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13.Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> • Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Nil	Nil
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2020-21	12/12/2022
15.Multidisciplinary / interdisciplinary	
<p>Multidisciplinary</p> <ol style="list-style-type: none"> 1.Educational Psychology (Applied Psychology) 2. Educational Technology 3. Childhood and Adolescence Philosophical and Sociological bases of 	

Education Educational Technology Understanding Discipline and pedagogy: Languages Understanding Discipline and pedagogy: Social Science Understanding Discipline and pedagogy: Sciences Understanding Discipline and pedagogy: Mathematics Understanding Discipline and pedagogy: Commerce Understanding Disciplines and school subjects ICT- Basic Psycho-social tools and techniques Language across the school curriculum Microteaching and Integration of Skills Learning, Teaching and Assessment Knowledge and Curriculum Contemporary Education in India Techniques, Methods and Approaches of Pedagogy ICT - Applications Understanding Self, personality and Yoga Simulated and ICT based lessons. School Visits and reflective Dairynclusive Education Educational Evaluation Optional Courses: Guidance Counseling Optional Courses: Value Education Optional Courses: Health and Physical Education Optional Courses: Women Education Optional Courses: Human Rights Pedagogy of School Subject : Kannada Pedagogy of School Subject: English Pedagogy of School Subject : Hindi Pedagogy of School Subject : Urdu Pedagogy of School Subject: Sanskrit Pedagogy of School Subject: History Pedagogy of School Subject : Geography Pedagogy of School Subject : Physics Pedagogy of School Subject : Chemistry Pedagogy of School Subject : Biology Physics Pedagogy of School Subject : Chemistry Pedagogy of School Subject : Biology Pedagogy of School Subject : Mathematics Pedagogy of School Subject : Commerce Understanding Drama and Art in Education Research Project Reflective Reading and writing Teacher placement and CET (Common Eligibility Test) Gender , School and Society Educational Administration and Management Advanced pedagogy of School Subjects Unit plan based lessons Block teaching Field Work and Immersion programme Practical Examination Lessons

16. Academic bank of credits (ABC):

Sarada vilas Teachers college is affiliated to University of

Mysore

which is running many Massive Open Online Courses(MOOC).of Government of India through SWAYAM portal. The examination section

of the University maintains and updates the academic bank of credits

with an account for each bonafide student. We are offering our 2 year Bachelor of Education (B.Ed) program under Choice Based Credit

System (CBCS)-Continuous Assessment & Grading Pattern (CAGP) scheme.The college has internet and library facilities and encourages students for maximum utilization of the above said facilities.

Several Online Webinars and lecture workshops are also periodically

organized for the benefit of teachers and students. In addition to

these, the teachers are also encouraged with incentives to design their own curricular and pedagogical approaches within the approved

framework of UOM including writing textbooks, material sections, laboratory manuals, assignments and assessments.

17.Skill development:

Teaching Competence is the product of augmentation of integral components such as Knowledge, Attitude, Aptitude and Skills. As teaching profession is skill based, our college has been giving a lot of scope for skill development for both hard and soft skill development. Core Teaching Skills are developed and enhanced through microteaching workshop, Skill integrated lessons / Simulation lessons and skill demonstration lessons by expert practitioners. Soft skill like Communication Skills, Decision making, Time management, Understanding one self and others, Critical

thinking, Creative thinking, Stress management etc. These skills are

promoted directly and indirectly through Induction Program, Value added courses, Special lectures, invited lectures and organizing CCA

periodically.

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

Teacher Education course provides ample opportunities for integration of Indian Knowledge system in both content and

pedagogy. Student-teachers learn about the different forms of knowledge through various academic disciplines. Knowledge about Indian values, culture and Indian system of education in pre and post independent India is developed through the teaching and learning of different core papers such as Philosophical, Sociological and Psychological bases of education. The Gurukula system of education where Vedic knowledge was taught, Buddhist system of education and other streams of education that were followed in the conventional Indian classrooms are taught to students. The philosophical, sociological and Psychological theories of Knowledge acquisition are the foci of TE curriculum. Added to this, regular CCA are organized through which the aforesaid components are integrated and infused in the personality of student teachers. Students are exposed to different festivals which are of national, state level and regional level importance such as local festivals, National Independence day, Republic day, Teachers Day, World Book day, International Library day etc. Platforms are created for students where they can share their customs, rituals, beliefs, tradition, language and culture.

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

The curriculum in Teacher Education Course, by and large focuses on formulating and achieving need-based Program Learning Outcomes (PLOs) and Curriculum Learning Outcomes (CLOs). It is expected that when the student completes two years of TE program they develop a set of constructive behaviors and competencies related to teaching profession. Their modified behaviors certainly reflect the vision and objectives of the prescribed core papers or perspective papers, pedagogy subjects and Enhancing Professional Competency (EPC) components. Four semester B.Ed. program certainly promotes and encourages outcome based education through all the formal, informal and non-formal activities and initiatives. The focus is on the holistic development of the student teachers so as to enable him or her to play community development and nation building role effectively. These PLOs and CLOs are reflected predominantly in terms of enhancement in their competency levels, specifically in their knowledge, attitude, skill and aptitude.

20.Distance education/online education:

In the context of COVID 19, it was inevitable to shift from off-line or direct classroom teaching mode to on-line or virtual modes. In the beginning, both the teacher-educators and the student-teachers were oriented on the need for shift and getting well prepared for the inevitable change. Later they were well trained and equipped with necessary skills required to conduct and participate in online classes on virtual modes using Gsuite products such as Google meet, zoom, WebEx meet, GoToWebinar, Teams, Meet(original) and other platforms. Besides regular classes, a number of webinars, workshops and special events were conducted. Effectiveness of such classes was enhanced by the use of chat box and interactive whiteboards. To tackle the issue of digital fatigue, sufficient time was given at regular intervals to the students and teachers. The internet connectivity in the college was enhanced to meet the growing requirements of the faculty. Special sessions were conducted to make the students proficient in making and editing short videos, organizing online quiz competitions and digital poster designing.

Extended Profile

1.Student

2.1 92

Number of students on roll during the year

File Description	Documents
Data Template	View File

2.2 100

Number of seats sanctioned during the year

File Description	Documents
Data Template	View File

2.3 97

Number of seats earmarked for reserved categories as per

GOI/State Government during the year:

File Description	Documents
Data Template	View File

2.4 88

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5 Number of graduating students during the year 92

File Description	Documents
Data Template	View File

2.6 92

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2. Institution

4.1 56.91

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2 35

Total number of computers on campus for academic purposes

3. Teacher

5.1 10

Number of full-time teachers during the year:

Extended Profile	
1.Student	
2.1 Number of students on roll during the year	92
File Description	Documents
Data Template	View File
2.2 Number of seats sanctioned during the year	100
File Description	Documents
Data Template	View File
2.3 Number of seats earmarked for reserved categories as per GOI/State Government during the year:	97
File Description	Documents
Data Template	View File
2.4 Number of outgoing / final year students during the year:	88
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	92
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	92
File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	56.91
4.2 Total number of computers on campus for academic purposes	35
3.Teacher	
5.1 Number of full-time teachers during the year:	10
File Description	Documents
Data Template	View File
Data Template	No File Uploaded
5.2 Number of sanctioned posts for the year:	0

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

In the context of COVID 19, it was inevitable to shift from off-line or direct classroom teaching mode to on-line or virtual modes. In the beginning, both the teacher-educators and the student-teachers were oriented on the need for shift and getting well prepared for the inevitable change. Later they were well trained and equipped with necessary skills required to conduct and participate in online classes on virtual modes using Gsuite products such as Google meet, zoom, WebEx meet, GoToWebinar, Teams, Meet(original) and other platforms. Besides regular classes, a number of webinars, workshops and special events were conducted. Effectiveness of such classes was enhanced by the use of chat box and interactive whiteboards. To tackle the issue of

digital fatigue, sufficient time was given at regular intervals to the students and teachers. The internet connectivity in the college was enhanced to meet the growing requirements of the faculty. Special sessions were conducted to make the students proficient in making and editing short videos, organizing online quiz competitions and digital poster designing. The curriculum aims to develop inclusive and skilled teachers by organizing pedagogical courses, skill-based training, and reflection exercises. It offers elective courses, value-added courses, social projects, arts, drama, physical education, communication skills, micro-teaching skills, language across the curriculum, modern theatre skills, and soft skills development.

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

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

A. All of the above

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

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	C. Any 2 of the Above
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File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://www.svtcmysore.org/pdf/Programoutcomes%202019-20.pdf
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

04

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	No File Uploaded
Academic calendar showing time allotted for optional / electives / pedagogy courses	No File Uploaded
Any other relevant information	Nil

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

01

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

01

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

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

89

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

89

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

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

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

0

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

0

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

1.3 - Curriculum Enrichment

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

The institution focuses on familiarizing students with the diversities of the school systems of our country and provides them with an international and comparative perspective. In terms of the development of the school system in India, students are introduced to the historical background and evolution of education in the country, highlighting key milestones and reforms. The functioning of various Boards of School Education is explored, emphasizing the role and responsibilities of boards like the CBSE, ICSE, and state boards. Students learn about the curriculum, evaluation, and educational policies. Furthermore, the institution highlights the functional differences among these boards, emphasizing variations in syllabi, grading systems, and assessment methods. The assessment and evaluation systems in Indian schools are examined, including the use of CCA. Students learn about the norms and standards established by different boards, the criteria for grading and evaluation, and the importance of standardized testing. State-wise variations in the school system are also addressed, acknowledging the unique educational policies and practices adopted by different states in India. Students are exposed to the diverse cultural, linguistic, and regional influences that shape the educational landscape of each state. Keeping this vision, students were taken to different types of educational institutions.

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

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

Nil

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

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

Nil

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

1.4 - Feedback System

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

File Description	Documents
Sample filled-in feedback forms of the stake holders	No File Uploaded
Any other relevant information	No File Uploaded

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

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

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

93

2.1.1.1 - Number of students enrolled during the year

93

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

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

89

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

89

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

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

0

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

0

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

2.2 - Honoring Student Diversity

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

Assessment process at the entry level focuses on identifying the diverse learning needs of students and their readiness to undertake a professional education program. This process ensures that students receive appropriate academic support throughout their studies. To identify different learning needs, the college employs various assessment methods. These include informal interviews, written tests, and aptitude assessments. This is done through an EntryLevel Content and General Attitude Test called ECG Test. Through these assessments, the college gathers information about students' prior knowledge, skills, and abilities, so as to address specific learning needs. Moreover, the assessment process also evaluates students' readiness to undergo a professional education program. This involves assessing their level of commitment, motivation, and understanding of the demands and expectations of the program. It helps ensure that students are adequately prepared for the challenges they will face during their studies and subsequent professional careers. To provide academic support, the college offers various resources and services. These include mentoring programs, tutoring, study groups, academic counseling, and access to TLMs. Entry level tests are redesigned to identify their learning needs and assess their readiness to receive professional training. Required academic support, is offered to facilitate their development and ensure success in the profession..

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

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

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

10:1

2.2.4.1 - Number of mentors in the Institution

10

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

2.3 - Teaching- Learning Process

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

nil

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

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching

with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

0

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

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

93

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

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

File Description	Documents
Data as per Data Template	No File Uploaded
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	No File Uploaded
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	Nil
Any other relevant information	No File Uploaded

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

nil

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

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

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

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

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

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

2.4 - Competency and Skill Development

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

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

<p>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning</p>	Two/Three of the above
---	------------------------

Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	
File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	No File Uploaded
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	No File Uploaded
Any other relevant information	No File Uploaded
2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback	
File Description	Documents
Data as per Data Template	No File Uploaded
Details of the activities carried out during the academic year in respect of each response indicated	No File Uploaded
Any other relevant information	No File Uploaded
2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject	

content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales											
<table border="1"> <thead> <tr> <th data-bbox="86 300 523 367">File Description</th> <th data-bbox="523 300 1394 367">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 367 523 434">Data as per Data Template</td> <td data-bbox="523 367 1394 434">No File Uploaded</td> </tr> <tr> <td data-bbox="86 434 523 577">Samples prepared by students for each indicated assessment tool</td> <td data-bbox="523 434 1394 577">No File Uploaded</td> </tr> <tr> <td data-bbox="86 577 523 712">Documents showing the different activities for evolving indicated assessment tools</td> <td data-bbox="523 577 1394 712">No File Uploaded</td> </tr> <tr> <td data-bbox="86 712 523 779">Any other relevant information</td> <td data-bbox="523 712 1394 779">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	No File Uploaded	Samples prepared by students for each indicated assessment tool	No File Uploaded	Documents showing the different activities for evolving indicated assessment tools	No File Uploaded	Any other relevant information	No File Uploaded	
File Description	Documents										
Data as per Data Template	No File Uploaded										
Samples prepared by students for each indicated assessment tool	No File Uploaded										
Documents showing the different activities for evolving indicated assessment tools	No File Uploaded										
Any other relevant information	No File Uploaded										
2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations											
<table border="1"> <thead> <tr> <th data-bbox="86 1339 523 1406">File Description</th> <th data-bbox="523 1339 1394 1406">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1406 523 1473">Data as per Data Template</td> <td data-bbox="523 1406 1394 1473">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1473 523 1617">Documentary evidence in support of each response selected</td> <td data-bbox="523 1473 1394 1617">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1617 523 1751">Sample evidence showing the tasks carried out for each of the selected response</td> <td data-bbox="523 1617 1394 1751">No File Uploaded</td> </tr> <tr> <td data-bbox="86 1751 523 1818">Any other relevant information</td> <td data-bbox="523 1751 1394 1818">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	No File Uploaded	Documentary evidence in support of each response selected	No File Uploaded	Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded	Any other relevant information	No File Uploaded	
File Description	Documents										
Data as per Data Template	No File Uploaded										
Documentary evidence in support of each response selected	No File Uploaded										
Sample evidence showing the tasks carried out for each of the selected response	No File Uploaded										
Any other relevant information	No File Uploaded										
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and	One of the above										

execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	
File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	No File Uploaded
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	No File Uploaded
2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study	
File Description	Documents
Data as per Data Template	No File Uploaded
Samples of assessed assignments for theory courses of different programmes	No File Uploaded
Any other relevant information	No File Uploaded
<p>2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups</p>	
nil	

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

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

2.4.9.1 - Number of final year students during the academic year

97

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

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

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

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

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

nil

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

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

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

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

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

2.5 - Teacher Profile and Quality

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

11

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	No File Uploaded
English translation of sanction letter, if it is in regional language	No File Uploaded
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

01

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

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

11

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

11

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

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

Nil

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

2.6 - Evaluation Process

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

nil

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

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

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

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

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

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

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

nil

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

2.7 - Student Performance and Learning Outcomes

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

nil

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

2.7.2 - Pass percentage of Students during the year

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

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

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

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment	
2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year	
88	
File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	No File Uploaded
Any other relevant information	No File Uploaded
2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.	
1.Communication skill workshop 2.Learning across Curriculum (LAC) activities 3.Reading and reflection activities	
File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded
2.8 - Student Satisfaction Survey	
2.8.1 - Online student satisfaction survey regarding teaching learning process	
Nil	
RESEARCH AND OUTREACH ACTIVITIES	
3.1 - Resource Mobilization for Research	
3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year	
0	

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

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

Nil

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

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

Four of the above

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

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

One of the above

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

3.2 - Research Publications

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

Nil

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

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

0

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

3.3 - Outreach Activities

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

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

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

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

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

02

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

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

2

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

90

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

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

It is very important for prospective teachers to learn community living skills in order to serve the needy and enable them to enhance their quality of life. Tribes and their children, living in forest areas, need guidance from educated civilians residing in urban or semi-urban regions to develop awareness about health, hygiene, and the importance of formal education, among other things. In this regard, student teachers from our institution offer their helping hands. They have undergone informal training and orientation on this issue at the Vivekananda Girijana Kalyana Kendra (a national-level Tribal Education Centre in Karnataka), located in B R Hills. Student teachers visit the huts (PODUs), interact with the residents, and raise awareness about the aforementioned issues.

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

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

0

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

3.4 - Collaboration and Linkages

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

Nil

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

the year

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

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

Nil

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

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

All of the above

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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

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

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

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

02

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

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

0.90805

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

4.2 - Library as a Learning Resource

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

Software is yet to be installed. Priliminary measures are being taken by way of data entry for edocumentation. Soon after ithis, automation / ILMS software will be installed.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	Nil
Any other relevant information	No File Uploaded

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

Nil

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

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

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

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

0.28400

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

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

203

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	Nil
Any other relevant information	No File Uploaded

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

Two of the above

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

4.3 - ICT Infrastructure

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

Sarada Vilas Teachers College has upgraded its ICT facilities, including Wi-Fi, to enhance the learning experience for its students. The nature of the update involves the installation of high-speed Wi-Fi infrastructure across the college, ensuring seamless connectivity for both students and faculty members. This advancement enables easy access to online resources, research materials, and interactive learning platforms. The upgraded ICT facilities align with modern educational needs, fostering a technology-enabled environment that promotes efficient information dissemination and collaborative learning among the college community.

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

4.3.2 - Student – Computer ratio during the academic year

3:1

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

D. 50 MBPS - 250MBPS

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

<p>4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit</p>	
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File Description	Documents
Data as per Data Template	No File Uploaded
Link to videos of the e-content development facilities	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	Nil
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

3.16112

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

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

1. Library: Annual Check up of the physical condition of the books and other reference materials. Stock verification is done

every academic year. 2. Laboratory: Annual check up of the laboratory - equipments, chemicals, apparatus, records, internal physical infrastructure - electrification, water supply, sanitation, safety measures, first aid etc. Staff in charge will maintain all the documents 3. Weekly check up of the sports materials, regular cleaning of play ground, rejuvenating match pitches and courts, maintenance of landscape, regular watering for green top, planting of trees in the outskirts. Physical Education Director will be in charge. 4. Every computer system is tested for its functioning by staff in charge as well as technical assistants / computer admins, periodical software updation and antivirus installations. 5. Cleaning staff appointed by the management will clean the rest rooms, corridors and staircases, whereas the attenders of the college regularly clean every classroom, seminar halls, library, laboratories and garden as per the prepared work schedule. There are two staff members in charge of the maintenance.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.svtcmysore.org/Facilities.asp x
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

Three of the above

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

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

Five/Six of the above

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

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

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
10	92

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

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

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

03

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

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

Nil

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

5.3 - Student Participation and Activities

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

Student Council The college has a functioning Student Council which keeps organismic various curricular activities and programs that directly or indirectly help the process of teacher making under the name Cultural Forum. It serves as a dynamic and engaged body, actively shaping the institutional landscape. Through its proactive approach, it enriches the academic environment and advances student welfare. In addition to this, with regular dialogues with faculty and administration, the council ensures students' voices are heard, fostering a collaborative atmosphere. The council takes the lead in arranging skill-enhancement workshops, guest lectures, and seminars that supplement the curriculum, providing holistic growth opportunities. Furthermore, it spearheads community outreach initiatives, reinforcing the institution's social responsibility. Recognizing the significance of mental and emotional well-being of student teachers, the council organizes counseling sessions and stress-relieving recreational activities. The Student Council or Forum has its official constitution. The functional body of office bearers is selected or elected as per the contexts. It has, a president, vice-president, Secretary, Treasurer and five to six executive committee members. Under this four to five sub committees are also formed for organizing SUPW workshops, Annual sports meet, bringing out college annual magazine, Community Living Camp etc.

File Description	Documents
Copy of constitution of student council signed by the Principal	View File
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	No File Uploaded
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

Nil

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

5.4 - Alumni Engagement

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

Sarada Vilas teachers college was established in the year 1963, since then the institution has alumni association of graduates who have graduated from our institution. The goal is to foster the lasting connection with one's Alma Mater as to promote the welfare of the college's alumni. Strong and established alumni association can be one of the biggest benefactors of an institution which can contribute towards various developmental activities of the institution. It also promotes networking opportunities which can connect recent graduates to help pursue their career changes. It supports a network of former graduates who will in turn help to raise the profile of the college and offer a broader networking scope. The association fosters a spirit of loyalty and general welfare of the college. Alumni Association meetings are periodically held. The office bearers are selected to carry out some important responsibilities. The alumni of our college have been serving the community as Principals of schools & colleges, some of them hold high administrative positions, and many are serving in police department, excise department, and also universities. We have an active alumni association and on many occasions alumni give special lectures to the present batch of students.

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

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

File Description	Documents
Documentary evidence for the selected claim	No File Uploaded
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	No File Uploaded
Any other relevant information.	No File Uploaded

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

Nil

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

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

Nil

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Nil

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

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

Nil

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

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

Nil

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

6.2 - Strategy Development and Deployment

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

Nil

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

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

Nil

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

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

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

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

Nil

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

6.3 - Faculty Empowerment Strategies

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

place Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

Nil

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

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

Nil

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

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

Nil

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

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

01

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

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

Nil

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

6.4 - Financial Management and Resource Mobilization

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

objections, if any, during the year in not more than 100 - 200 words

Nil

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

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

Nil

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

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

Nil

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

6.5 - Internal Quality Assurance System

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

Nil

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

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

The institution employs a systematic approach to reviewing its teaching-learning process through the Internal Quality Assurance Cell (IQAC). This mechanism involves several steps. Firstly, the IQAC collects feedback from students through surveys or other means to gauge their satisfaction and understanding of the teaching methods. Secondly, faculty members are encouraged to self-assess their teaching methodologies, content relevance, and student engagement. Additionally, peer reviews are conducted, where faculty members observe each other's classes and provide constructive feedback. The institution also invites external experts to evaluate the teaching-learning process from an impartial perspective. These reviews consider aspects like curriculum updates, technology integration, and pedagogical innovations. Based on the collected data and expert insights, the institution identifies strengths and areas for improvement in the teaching-learning process. Subsequent action plans are devised, incorporating innovative teaching strategies and professional development initiatives for faculty. This cyclic review process helps ensure the continuous enhancement of the institution's teaching-learning practices. Page

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

Nil

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

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

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

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

Nil

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The college is determined to promote energy conservation, energy

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

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

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

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

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

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

Three of the above

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

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

None of the above

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

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

Cleanliness is Godliness. The college is dedicated to this

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

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

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

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

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

Nil

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

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

Nil

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this

D. Any 1 of the above

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

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

7.2 - Best Practices

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

Guruvandana its a traditional custom to remember and thank the teachers who are the role models and have shaped the future of students, moulding in them, right attitude, knowledge and skills. No student can flourish without the guidance and blessings of teachers or Gurus. Infact the influence of right teachers plays a vital role in building a constructive community and a healthy society. A program that caters to this called GURUVANDANA has been in practice. Each student will speak about his or her model teacher, teachers unique characteristic features, principles, competencies and how he or she influenced the student. What characters are to be followed and Keeping this in view there has been a practice in the institution to recall the

model guru, highlight the best and unique properties. This program has the following objectives: 1. Overcoming stage fear and 2. Reducing Inferiority complex and building up confidence 3. Improving Public Speaking Skills 4. Recalling and highlighting distinct competencies / characteristics This event will be conducted everyday for 10 minutes during the assembly session.

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

7.3 - Institutional Distinctiveness

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

"Vidya Viveka Janani" The institution initiates in enhancing the various values among the upcoming teachers and developing a stronger minds to empower them in imparting quality education and thus instilling serenity and wisdom to distinguish between the right and the wrong. Vision of the institution is focused on to be a premier Teacher Education Institute and centre of Excellence- producing trained graduates who are conscientious teachers and citizens of the world at large and to inculcate social commitment by serving society. Sarada Vilas Teachers College is a pioneer in achieving "Excellence in Academics" by molding students and imparting creative ability skills and developing all dimensions of personality which helps students to pursue their career. Various committees established in college contribute by imparting quality education and empowering students and preparing them to deal with complex life situations, problem solving capabilities and modifying environment to apply knowledge and skills in real-world settings.

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