



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

Sri Sarvajna College Education

- Name of the Head of the institution

Dr B P Madhumathi

- Designation

Principal

- Does the institution function from its own campus?

Yes

- Alternate phone No.

08023111242

- Mobile No:

9845215456

- Registered e-mail ID (Principal)

office. sarvajna@gmail.com

- Alternate Email ID

sssce6@gmail.com

- Address

No.7&8, 14th Cross, M C Layout,
Vijayanagar

- City/Town

Bengaluru

- State/UT

Karnataka

- Pin Code

560040

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 **Bangalore University**
- Name of the IQAC Co-ordinator/Director **Dr Umashree D K**
- Phone No. **08023111242**
- Alternate phone No.(IQAC) **08023354648**
- Mobile (IQAC) **9481824348**
- IQAC e-mail address **office.sarvajna@gmail.com**
- Alternate e-mail address (IQAC) **sarvajnaiqac@gmail.com**

3.Website address[www.http://sarvajna.org](http://sarvajna.org)

- Web-link of the AQAR: (Previous Academic Year) <https://sarvajna.org/wp-content/uploads/2024/05/SSCE-AQAR-2021-22.pdf>

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

- if yes, whether it is uploaded in the Institutional website Web link: <http://sarvajna.org/wp-content/uploads/2024/05/Calendar-of-Events-2021-23.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.4	2013	04/01/2013	04/01/2018

6.Date of Establishment of IQAC**20/02/2010****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT 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 01

- 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)

Organised an awareness programme on Digital Literacy and Financial Literacy on June 2nd 2022

Organised orientation programmes on teaching skills, Communication skills, ICT and instructional materials integrated lesson designs, innovative methods of teaching and evaluation tools-paper pencil tests and e tests

Organised National level workshop on Techno Pedagogy Literacy on 3rd and 4th June 2022

Three days workshop for students and teachers on the implementation of TPACK

Implementation of Value added programme- ICT Integration in Teaching and Learning

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
Preparation of calendar of events for the academic year	Prepared detailed Calendar of events on par with Bangalore University, Bengaluru and implemented successfully with various innovative activities.
Induction Programme	Commencement of the programme with warm welcome and introduction. • Introduce the faculty members and support staff . • Briefly outline the Vision and Mission of the institution • Focussing on the Goals and objectives of the B.Ed program • Provide an overview of the B.Ed program, curriculum structure, and key learning outcomes • Explain the program's significance in preparing students for careers in education
Introducing value added programmes	Planned and implemented Value added course on ICT integration in Teaching and Learning by having MOU with IT for Change.
Awareness programmes	Awareness programme well organised on Digital Banking and Financial Literacy by Inviting Sri Suresh Shetty. Manager (Retd,) Syndicate Bank & Financial Consellor, ICICI Foundation. on 02-06-2022 • Orientation on Registration and Electoral process by BBMP officers on 05-12-2022 • Awareness progarmme on National Voters day on 25-01-2023 • Organised Jatha in collaboration with BBMP, Govindarajnagar, regarding need and significance of Voting
Field Visit	Field visit to Agastya

	Scientific Foundation, Kuppam, Andrapradesh on 28-02-2023 on the eve of National Science day
Organising FDP International/National / State level webinar	Organised National Level Workshop on Techno Pedagogy Literacy in collaboration with IT for Change from 03-06-2022 & 04-06-2022
Workshop on Different Phases of Internship Programme	Organised Oral, Visual and non verbal Communication Skills orientation and practice -22-08-2022 to 23-08-22 • Oriented 8 different teaching skills theoretical foundations by teacher educators followed by demonstrations and Student teachers practiced six teaching skills in simulated condition.- 06-09-2022 to 16-09-2022 • Orientation and practice of Simulated lessons-19-09-2022 to 27-09-22 • Orientation for School Internship & Demonstration lessons-01-12-2022 to 05-12-2022 • Organised School internship (12-12-2022 to 11-03-2022) and with proper planning.
Regular Mentoring System	Teacher educators extended the formal and informal mentoring sessions • Provided Psychological Support and encouragement to develop professional skills
Career guidance	In collaboration with IGNOU Regional center Organised Career Guidance talk by Dr Hemamalini, Asst. Regional Director, IGNOU. Bengaluru on 29-08-2022
Three days National Workshop	Organised 3days National Workshop on TPACK
Value added Course and workshop on e learning, e teaching, and e	Institution in collaboration with IT for Change conducted ICT

testing tools	<p>integrated in Teaching Learning which is spread over 4 semesters and emphasis is given to conducting workshops to enrich students with e-resources for teaching, learning, and testing.</p> <ul style="list-style-type: none"> • Workshop on e Subject Tools -10-08-2022 to 12-08-2022 • Workshop on MOODLE LMS-12-10-2022 to 14-10-2022 • 3 days workshop on ICT based subject tools-23-11-2022 to 25-11-2022 • Workshop on TPACK - 15-11-2022 to 17-11-2022 ICT and Society-14-12-2022
Educational Excursion	Organised Educational Excursion towards Tamilnadu - Chennai, Mahabalipuum, Pandicherry from 25-11-2022 to 29-11-2022
Observing Significant days	<p>Celebrated Environment day on 6-6-2022 Talk by Sri Anand, Sapthami trust. ? Azadi ka Amruth Mahotsav-Kargil Vijay Divas on 26-07-2022 ? Workshop on Yoga for Health and Wellness on 21-06-2022 ? Koti Kanta Gayana on 28-10-2022 ? Observed Teacher's Day on 05 -09-2022 ? Gandhi Jayanthi and Lal Bhadhur Shasthri Jayanthi on 2nd October 2022 ? Education Week - 11-11-2022 to 16-11-2022 ? National Mathematics Day on 22-12-2022 ? National youth day on 12-01-2023 ? Birth anniversary of Savithri Bai Phule-05-01-2023 ? National Science day on 28th Feb 2023 ? International Women's day on 08-03-2023 ? Ambedkar Jayanthi on 14-04-2023</p>
Celebrating National festivals	Celebrated Independence day on August 15th 2022 with various cultural and Literary

	activities. Celebrated Republic day on 26th January 2023 along with Sri Sarvajna Public school.
Intra College Literary, Cultural and Sports Activities	Organised intra college competitions of Literary, Cultural and Sports activities among student teachers all through the academic year.

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

- Name of the statutory body

Name of the statutory body	Date of meeting(s)
Governing Council	16/05/2024

14. Whether institutional data submitted to AISHE

Part A**Data of the Institution**

1.Name of the Institution	Sri Sarvajna College Education
• Name of the Head of the institution	Dr B P Madhumathi
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	08023111242
• Mobile No:	9845215456
• Registered e-mail ID (Principal)	office. sarvajna@gmail.com
• Alternate Email ID	sssce6@gmail.com
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• City/Town	Bengaluru
• State/UT	Karnataka
• Pin Code	560040
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3.Website address	www.http://sarvajna.org				
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<ul style="list-style-type: none"> Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Governing Council	16/05/2024
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2022	14/01/2024
15. Multidisciplinary / interdisciplinary	
<p>Sri Sarvajna College of Education is a stand-alone Teacher Education Institution, The institution has developed a comprehensive approach to integrating humanities and science, such as "Science and Society" that explore the ethical, social, and cultural implications of scientific advancements. The institution offers flexible and innovative curricula that incorporate environmental education, and values-based education. The institution's plan for a multidisciplinary flexible curriculum allows students to accommodate diverse learning paths. The institution is committed to promoting multidisciplinary research to address society's pressing challenges. The institution has already initiated several good practices to promote multidisciplinary and interdisciplinary approaches. the institution organizes seminars and workshops that encourage faculty and students to explore interdisciplinary themes.</p>	

16.Academic bank of credits (ABC):

The objectives of ABC are: To promote student-centric education. Focus on learner-friendly teaching approaches. Implement an interdisciplinary approach. Allow students to learn the best courses of their interest. Enable students to learn at their own pace. Hence our institution is encouraging the students to take up the courses in the recognised online and offline learning platforms by having systematic Monitoring system.

17.Skill development:

The pedagogical skills orientation and practice provided in the college are intended to develop student teacher into efficient teacher with required professional skills. The institution offers a range of skill-based courses that are designed to enhance students' vocational skills, such as technical training, computer literacy, Soft skills like communication, teamwork, problem-solving, and adaptability are integrated into the curriculum to make students more employable. NEP 2020 encourages continuous learning and upskilling for teachers. Teacher Education colleges can plan and implement more number of add on courses, and certification courses to develop budding student teachers into efficient human personnel in so continuous development programs that provide ongoing training and support for educators throughout their careers.

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

The prescribed syllabus for B.Ed programme by Bangalore University, may not serve the purpose of integrating Indian knowledge directly but our institution plans and organises various cocurricular activities, Celebration of national and International significant days, observance of Jayanthis, the celebration of a few religious festivals etc and papers from B.Ed curriculum like Value Education, Education in Contemporary India . Gender, School and Society etc provides an opportunity to uphold our traditional knowledge and practices.

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

Outcome Based Education is an educational approach that focuses on defining specific learning outcomes for students and then designing curriculum, instruction and then designing curriculum, instruction, and assessment around those outcomes. This approach has gained prominence in various fields of education, including teacher education programmes. All the

courses in B.Ed programme have a set of predetermined objectives. which will be made known to student teachers at the beginning of the academic year by the respective teacher educators. Not only academic activities will have a set of objectives but cocurricular activities also will be made objective and outcomes assessed by set criteria developed by the institution. After conducting each activity the outcomes were assessed and reflected upon them both by teachers and student teacher educators.

20.Distance education/online education:

The National Education Policy (NEP) 2020 in India brought significant changes to the education system, including teacher education programs like B.Ed (Bachelor of Education). The NEP 2020 emphasizes the use of technology and online education to improve the quality and accessibility of teacher training programs. It recognizes the importance of using technology to continue to acquire interesting and useful qualifications.

Extended Profile

1.Student

2.1	46
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	50
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	25
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	50
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Number of outgoing / final year students during the year:		
File Description	Documents	
Data Template	View File	
2.5 Number of graduating students during the year		50
File Description	Documents	
Data Template	View File	
2.6 Number of students enrolled during the year		49
File Description	Documents	
Data Template	View File	
2. Institution		
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):		4.5
4.2 Total number of computers on campus for academic purposes		34
3. Teacher		
5.1 Number of full-time teachers during the year:		7
File Description	Documents	
Data Template	View File	
Data Template	View File	
5.2 Number of sanctioned posts for the year:		01
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 beginning of the academic year under the leadership of principal all the faculty members of Sri Sarvajna College of Education is having a practice to discuss the academic course and activities based on the curriculum provided by the Bangalore University. In the meeting the faculty members discuss the matter of difficult areas and strategies of implementation of the curriculum based on their expertise in the subject they taught where the procedure is followed that the Subjects are allocated to faculties based on their expertise and interest well in advance. Curricular improvement discussions are held in order to provide best teacher education and realise the vision of the institution. Explorative thinking and planning is encouraged through various classroom discussions, interactions, debates and discussions, ICT integrated presentations as well as research bent of mind with brain storming. The college, as per regulations and calendar of events given by the Bangalore University has a composite structure of curriculum that is both scholastic and co-scholastic aspects

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	View File

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

B. Any 5 of the above

teaching schools Employers Experts Students Alumni	
File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded
1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	A. All of the Above
File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://sarvajna.org/cos-pos-psos/
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	View File
Any other relevant information	View File

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	
12	
File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://sarvajna.org/curriculum/
1.2.2 - Number of value-added courses offered during the year	
0	
1.2.2.1 - Number of value-added courses offered during the year	
00	
File Description	Documents
Data as per Data Template	No File Uploaded
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
0	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	

0

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

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

Two of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	View File

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

46

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

46

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

1.3 - Curriculum Enrichment

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

In order to make student-teachers understand the basics of teacher education, detailed curriculum and syllabus through induction was incepted. Regular interaction and participation was given in the interactional process to enrich their competency level. A comprehensive knowledge of child psychology, philosophical and sociological developments, pre and post independent history of Indian education, and modern concept of education, gender equality and inclusive school settings delivered through interactive classes. Pedagogical knowledge of different school subjects are also imparted according to the choice of the students. The transactional know how are imparted through a thorough practice of communication and teaching skills, simulated lessons, observation of video and demonstration lessons, analysis of the teaching methods and techniques, incorporating various teaching learning materials with ICTs integration. Content and task analysis, designing unit plan, lesson plan, interpretation of results are made familiar.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

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

The institution has adopted a broad curriculum and syllabus of Bangalore University which deals with the history of the development of school system in Karnataka. The rich and varied curriculum cover the functioning of the Boards of School Education such as Pre university (PU) board Karnataka, Secondary school Education Board (KSSEB), Central Board of Secondary education (CBSE) India, The Council for Indian School Certificate Examination (ICSE) and two examinations under it namely the Indian Certificate of Secondary Education and the Indian School Certificate. The Courses also includes the different assessment systems and norms and standards of the contiguous and comprehensive evaluation system. This information are familiarised to the students through the subjects taught, interacted and analysed through various experiences in the course and classroom. Through the four week Pre-Internship including Teaching skills and demonstration and practices, ten weeks of school internship program expose the student teachers to multilingual and multicultural atmosphere of the school. Six weeks of post internship activities provides the students to have a detailed knowledge of the ethnographic culture and diversity of the schools and society.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

On par with BANGALORE UNIVERSITY curriculum initiatives of the institution are planned and designed to develop basic understanding of various learning involvements made them ready for the professional field. Teacher education curriculum makes the student teachers to know the theoretical aspects in the first semester and exposers to pedagogical knowledge and foundation to teaching competencies. At second semester makes the student teacher to know about the professional competencies and in the third Semester under the guidance of pedagogy teachers they start their professional preparation. And in the third semester in internship schools by participating and engaging in the day-to-day activities of the school. At the conclusion of the ten week period they were given the task to prepare a complete report and reflections need to be submitted to the concerned mentor. For uplifting democratic values and to enable them to profess democratic practice and leadership qualities they allowed taking part in the institutional decisions. In this way, the college is tried in varied ways to inculcate professionalism amongst students.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum –

Four of the above

**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	View File
Any other relevant information	No File Uploaded

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

Feedback collected, analyzed, action taken and available on website

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
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

49

2.1.1.1 - Number of students enrolled during the year

49

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

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

26

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

26

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	View File
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.

At the beginning of the academic year, the institution made efforts to know the learning needs, strengths and weaknesses of students. Teacher Readiness Tool (TRT) with 30 multiple choice questions covering different aspects of education was administered among them to know the level of their readiness to undergo B.Ed. programme and also the kind of academic support they need. Further at the entry level, Content Awareness Test (CAT) was conducted in each Pedagogy of subjects to know the content mastery level in each student. Coming to the academic support provided to students, students were provided with training in terms of communication skills, micro teaching skills, simulated lessons, school internship, community-based projects, visit to special schools. Also, the institution provided for training in technology-based teaching by collaborating with IT for Change. Apart from theories of learning, teaching and evaluation, the institution also gave exposure to the students in the form of doing action research, presentation of seminars, practical etc.

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

2.2.2 - Mechanisms are in place to honour

Six/Five of the above

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

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

Two of the above

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

2.2.4 - Student-Mentor ratio for the academic year

8:1

2.2.4.1 - Number of mentors in the Institution

6

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	View File

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.

Teacher educators of Sri Sarvajna College of Education followed different strategies and approaches of teaching for the subjects they handled. At large, they used communicative approach, discussion method, situational approach, blended learning, suggestopedia, problem solving approach, inducto-deductive reasoning, peer tutor, concept formation, discovery learning techniques, video analysis, experiential learning, project-based learning explicit learning, group activities, cooperative learning, picture talk, newspaper clipping analysis, think share pair, learning together, interactive verbal learning, decision

making, brainstorming, discussion method, station teaching, Inquiry approach, E-testing tools, Google form, Testmoz etc. for teaching of general papers and content and pedagogy of methods. The teachers also adopted lecture cum demonstration method of teaching for microteaching/teaching skills, macro-teaching etc.

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

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

7

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://karnatakaeducation.org.in/lms/my/
Any other relevant information	View File

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

49

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	View File
Landing page of the Gateway to the LMS used	View File
Any other relevant information	View File

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

Five/Six of the above

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	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	No File Uploaded
Link of resources used	https://karnatakaeducation.org.in/KOER/en/index.php/Main_Page
Any other relevant information	View File

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

Sri Sarvajna College of Education followed a systematized mentoring mechanism for the all-round development of the students. Weekly, two mentoring sessions were conducted for the students. Each teacher served as a mentor for a small group of students for the convenience of personal and group interaction. The teachers encouraged students to share their problems and needs not only during prescribed mentoring sessions but also as and when needed. Each individual student was understood as he/she was. This means that student diversity was kept in mind while they being offered with mentoring. After due mentoring was given for students, follow-up was taken up to find out the effectiveness of mentoring offered to them.

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

2.3.6 - Institution provides exposure to

Five/Six of the above

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

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

Case 1: Sri Sarvajna College of Education lays more stress on developing different domain abilities through various initiatives. On 28th February 2023, on the eve of National Science Day, the faculty of the institution organized visit to Agastya International Foundation, Kuppam, Andhra Pradesh. Prospective teachers had the hands-on experience all through the day. They could realize that many principles and examples of science can be taught with inexpensive experiments and models etc. The visit also helped the prospective teachers in understanding the need for engaging all kinds of learners in teaching-learning process.

Case 2: The faculty of Sri Sarvajna College of Education through their teaching-learning process, make attempt to develop different skills. On 23rd April 2023, they motivated prospective teachers to take initiative towards organizing awareness programme on need and significance of voting among the local community at Vijayanagar and Govindarajnar in Bengaluru city. As such prospective teachers undertook rally and raised slogans on the importance of voting in democracy. The programme was organized with BBMP, Bengaluru. The take away from this programme for prospective teachers was learning about how to plan and execute programmes for

local community, gaining knowledge of logistics and partnerships/collaboration in organizing the programmes

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

2.4 - Competency and Skill Development

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

Seven/Eight of the above

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

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

Eight /Nine of the above

according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

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	View File
Any other relevant information	View File

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

All of the above

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	View File

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

Four of the above

tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	
File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	No File Uploaded
Documents showing the different activities for evolving indicated assessment tools	View File
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	All of the above
File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File
2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution	All of the above

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	View File
Report of the events organized	No File Uploaded
Photographs with caption and date, wherever possible	No File Uploaded
Any other relevant information	View File

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

All of the above

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

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

The institution selected few BBMP schools and private schools and obtained permission from related higher authorities. The concerned internship in charge has reoriented the school principal and teachers about the modalities of school internship. Students were adequately oriented and trained on preparation of lesson plans, achievement test, conducting of co-curricular activities, carrying out action research, trying out of innovation teaching, selection

and preparation of teaching aids etc. A series of demonstrations in each method of teaching were organized to understand and practice the teaching for 40 minutes in schools. Also, the institution has refreshed its faculty on assessing students school internship through structured observation schedule and feedback. Students were also guided to organize curricular and co-curricular activities in schools, assist principal and teachers in administrative work etc.

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

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

2.4.9.1 - Number of final year students during the academic year

50

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	View File

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

Seven/Eight of the above

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

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

During school internship, on rotation, every subject teacher was made to visit schools. Teachers observed and assessed the students presentation through observation schedule and accordingly gave detailed feedback for further improvement in teaching. School principals and teachers were also occasionally observed the practice in teaching of the students and offered the feedback to them. In addition, peers are trained to observe their colleagues presentation and participate actively in giving feedback. Peers were instructed to observe 3-4 lessons every day. Students were also instructed to give due importance to achievement test, action research, writing of observation record, reflective diary, organize and write a report on co-curricular activities organized at school

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

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

Four of the above

programmes)	
File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	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	Three of the above
File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	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	
7	

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

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

7

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

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

7

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

25

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

The faculty of Sri Sarvajna College of Education have put efforts to keep themselves updated through various means. They all have

taken keen interest in either taking up programmes/courses, attending professional endeavours and undertaking of research for professional development. They also attended many seminars, conferences, workshops, training, webinars etc. on various themes in educational field. The faculty have discussed the trending issues such as recent trends in education, ICT in education, techno pedagogy literacy, yoga, mental health, population explosion etc. Teacher upon attending professional related activities/programmes, have shared the details of developments in the respective areas of education with both colleagues and students.

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

2.6 - Evaluation Process

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

Sri Sarvajna College of Education follows the continuous internal evaluation mechanism as directed by the Bangalore University, Bengaluru, Karnataka. There is continuous and continuous internal evaluation throughout B.Ed. Programme. In all the semesters, seminars, practical activities and internal assessment tests were conducted. In addition, continuous internal evaluation particularly in third semester involves assessment of lesson plan writing in both methods, practice in teaching, innovative lessons, teaching aids, achievement test, conducting of co-curricular activities, observation record, action research, reflective diary, criticism lessons etc. In fourth semester, internal evaluation also covered post-internship activities such as text book review, community-based activity, visit to special schools, practical examination etc.

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	View File

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually	Four of the above
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File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	No File Uploaded
Documentary evidence for remedial support provided	No File Uploaded
Any other relevant information	View File

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

The institution meticulously follows the university norms in conducting of theory examination. Students were informed in advance about the dates of examination upon the university's notification. They were provided with tips and ways to prepare for examination. At most care is taken in smooth conducting of theory examination. Upon the declaration of results by university, the students were advised to go through the marks and come out with opinion or feedback. Students are informed to genuinely look into the expected marks and declared marks in their subjects. When students are not satisfied with the results of the examination, the institution informs them about applying for revaluation and helps them in applying and takes up the follow-up till the announcement of revaluation results

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

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

The institution follows the academic calendar on the lines of the Bangalore University for the smooth conduct of internal evaluation. Internal evaluation apart from regular internal test, seminars and practical activities in all semesters, also includes other specified internal assessment in tune with the specific nature of each semester. Coming to the seminars, students were informed in advance about presentation of seminars. And they were provided with guidance in drafting the seminar before the presentation. Practical activities in some subjects are done as per the stipulated schedule. Internal assessment tests in all four semesters conducted before each semester exam. Students are informed in advance about test. The assessment is done after the test and feedback is given to the students for further improvement.

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

2.7 - Student Performance and Learning Outcomes

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

Teaching and learning process of Sri Sarvajna College of Education was aligned with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) as delegated by the Bangalore University for its B.Ed. Programmes. The B.Ed. programme offered by the institution involved student and activity centred and community centred teaching learning process. It gave priority to blend both indoor and outdoor activities to achieve the intended learning outcomes. The institution took up adequate measures to give due

weightage to both curricular and co-curricular activities in order to develop the all-round capabilities among students as budding teachers. All the academic activities in all four semesters were followed in spirit to achieve the intended objectives of B.Ed. programmes

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

2.7.2 - Pass percentage of Students during the year

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

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

The mentoring mechanism followed in the institution helped to keep track of students learning and development as future teachers in line with stipulated PLOs and CLOs. There were two mentoring sessions in a week wherein each individual teacher met his/her group of students to know their learning needs, grievances (in connection with classroom, learning difficulties, peer pressure, family issues, teaching skills etc.) and any other. Teachers put wholehearted efforts in meeting the expected needs of their students and the same is documented in mentoring diary by the teachers. This helped teachers to be aware of students periodic progress in their cognitive and professional developments

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

2.7.4 - Performance of outgoing students in internal assessment

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

46

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	View File
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.

In the start of the academic year, the teachers made it a big point to understand the students learning needs, their nature of learning, their apprehension, their feelings etc. Many of the students had the feeling that they were not good in their communication skills. The institution has organized communication skills workshop wherein, the students were trained in oral, written and non-verbal communication skills. Some of the students in spite of the good communications skills were not confident about their teaching abilities. The two months school internship programme helped the students to gradually develop self confidence in their teaching abilities.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<http://sarvajna.org/wp-content/uploads/2024/06/2021-23-Student-Satisfaction-Survey-Responses.xlsx>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

0

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

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work

Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research	
File Description	Documents
Data as per Data Template	No File Uploaded
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	No File Uploaded
Any other relevant information	View File
3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	Two of the above
File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	View File
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications	
3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year	
01	
File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
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	
19	

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

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

98

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	View File
Any other relevant information	View File

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

98

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

98

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	View File

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.

Value Added Event- Developing scientific temperment and attitude -Visit to Agastya International Foundation,Kuppam,AP. To explore adavncements and innovations in Science and Technology and updates in Spacial researches, A field visit toAgastya Foundation,Kuppam was organised for which the theme was " Integrated approach in science and technology for sustainable future".

Awareness programme on DIGITAL BANKING AND FINANCIAL LITERACY-. on various bank job opportunities, Digital banking procedure and how to manage finances in life was organised

To create awareness among students, A team from Election Commission Office oriented student-teachers on the process involved in election and voting criteria, followed by jatha and awareness by BBMP, Govindaraj Constituency Officials.

Opportunity for Student-teachers to visit Mentally retarded schools and residential schools of Bengaluru was given and were oriented on the curriculum, teaching methods and behavioral patterns of the children by the school authorities. Celebration of Significant days and awareness programmes are regularly done.

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	View File

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

0

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

0

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

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

01

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities

Three/Four of the above

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

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The campus facility in terms of infrastructure is sufficient to meet the needs of students and staff. The college has adequate physical and academic facilities required as per University and NCTE guidelines. The college is having very well maintained facilities. Faculty member is the in-charge of different committees will prepare objective based planning in the beginning of the academic year and student council (Student Activity Centre) will support to discharge their duties successfully. Learning Resources include resources and infrastructure required for the library, laboratories, computer Centre, classroom teaching, events, meetings and conferences. And, Seminar Halls, Auditorium, Sports Grounds and Utilities include safe Drinking water, Restrooms and UPS facility.

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

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

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

5

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

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

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	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.

Our college library is computerized with e-library facilities with more than 11,000 books, volumes, national periodicals, journals

and magazines. It has a photocopier machine for the convenience of faculty and students. Library automation is a general term for ICT trends and techniques used to replace manual systems in libraries. We are using a common database (for documents and patrons) to perform all the basic functions of the library.

Available software: Inlibnet .The library has a rich reference collection i.e. encyclopedias, journals, books and other reference materials.

We have CD/DVD based electronic resources. Provision is made for admission of students through membership card. Magazines related to the field of education give more importance to the information and magazines related to competitive examinations in order to inculcate the competitive spirit of the students. The library includes internet and printing facilities to enable teachers and students to download and print the information they need from reference books and online. Issue return process is fully automated and manual cards are kept as supporting documents for students and faculty. Bar-coding is used for Book issue.

Students and faculty make full use of library facilities for their coursework, seminars, practical, community surveys and new references.

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

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

The library of our institution consists of various facilities and students and students get unlimited access to the library during the library hours. Students and faculty make full use of library facilities for their coursework, seminars, practical, community surveys and new references.

Our library is multipurpose which helps the students and students

and they are making adequate use of it. This helps to improve their intellectual way of thinking.

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Our library is multipurpose which helps the students and students and they are making adequate use of it. This helps to improve their intellectual way of thinking.

IT for Change NGO is actively involved in our education, providing special workshops online and offline for teachers and students on using free and open software for learning. By using OER (Open Educational Resource) teachers and students were able to create PDL (Personal Digital Library) for self-learning and for their academic progress.

File Description	Documents
Landing page of the remote access webpage	View File
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	View File
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)

24220

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	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**

33

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

Three of the above

Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

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

All systems have Internet (Wi-Fi) facilities. ICT laboratories are upgraded on a regular basis. They are well-equipped with branded PC's adequately with necessary OER softwares and are well connected to the internet to help students and faculty to carry out academic and research work. In addition there is an ICT lab with all necessary ICT equipment and resources.

A dedicated computer room has been further created for the use of faculty and students for educational purposes like attending academic programs, preparing PPTs and maintaining documents etc. and in collaboration with IT for Change NGO information on freely available software and steps to use it is being imparted to teachers and training. Especially, it helps the students to memorize the methods of teaching effectively in their teaching-learning by using them.

Information about free software that can be used to prepare various audio-visual teaching and learning tools based on OER softwares, we are using libre office instead of MS office which is free software which is helpful in using and access.

In the Computer Lab Ubuntu software is used as operating system . It consists of:

- LibreOffice Writer
- LibreOffice impress
- Libreoffice Calc
- Libreoffice Math
- Geo Gebra
- Mind map
- Audacity
- h5p etc

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	No File Uploaded
Any other relevant information	No File Uploaded
4.3.2 - Student – Computer ratio during the academic year	
2:1	
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	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	No File Uploaded
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://youtu.be/nbV75DW_6qY?si=usf07crCLP8rJzd , https://youtu.be/lxt0IUU9Qs8?si=CK_YXpY97UnADCss
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	https://www.slideshare.net/umashree2/types-of-programmed-instruction-dr-umashree-d-k https://www.slideshare.net/umashree2/matics-programming-dr-umashree-d-k
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)

24220

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

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

Stock Registers of laboratories maintained by the staff concerned. Internal stock verification is done every year by the auditing committee constituted by the principal. Students are instructed for utilize the facilities of laboratories and guided by the staff members. Students are advised to handle the materials carefully. All the materials are serviced every year as annual maintenance.

Fire extinguishers are installed in all labs and maintained properly. There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. Institution has well-defined policy for maintaining, utilizing physical, academic, support facilities. Support staffs are appointed to assist general maintenance.

. Concerned staff are assigned for the maintenance of these facilities. Decentralized administrative system makes it possible for the teaching and non-teaching staff to perform their duties responsibly. There are various committees for effective management of library, sports ground, News Letter, website development, resource centers (labs) etc. Adequate budget is allocated every year for maintenance of various facilities. Committees meet regularly to oversee the optimal use of physical, academic and support facilities accessible to students and staff of the College.

File Description	Documents
Appropriate link(s) on the institutional website	https://sarvajna.org/
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

Five fo 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	No File Uploaded
Sample feedback sheets from the students participating in each of the initiative	View File
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

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

A. All of the above

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

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

Three of the above

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
34	50

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
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).

07

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

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

32

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

5.3 - Student Participation and Activities

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

Members of the Student Activity Centre serve as the representatives of the student body, acting as a bridge between students and the administration. Their primary role is to convey the concerns and ideas of their peers to the institution By actively participating in decision-making processes, they ensure that students' viewpoints are taken into consideration. Furthermore, all members take the lead in organizing various events, workshops, and seminars aimed at fostering personal and academic growth. These activities extend beyond traditional classroom education, enriching the overall student experience.

Moreover, it plays a pivotal role in cultivating a sense of community and belonging among students. They achieve this by coordinating community-building activities, thereby reducing feelings of isolation and enhancing the overall campus experience.

Advocacy is another vital function, they tirelessly advocate for improved facilities, increased access to academic resources, and enhanced student services. Their goal is to ensure that the institution remains adaptable to meet the evolving needs of its students,

And actively promotes diversity and inclusivity. They organize awareness campaigns, workshops, and events that celebrate diversity and combat discrimination on campus. This dedication to inclusivity fosters a more welcoming and harmonious campus Environment.

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

10

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

5.4 - Alumni Engagement

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

Alumni associations, plays a vital role in the development of educational institutions. It fosters a strong sense of community and connection among senior students and the institution. This alumni network helps for mentoring programs, career guidance, . Alumni, who have excelled in various fields, can provide valuable insights and support to current students, enhancing their overall educational experience.

This associations often contribute significantly to institution through participating in college events, organizing inter college

competitions, worked as judge in many programmes. they stretched their hands like giving demonstration lessons, provide guidance in preparing teaching learning material, preparation for competitive exams etc programs. This support can help institutions expand their facilities, enhance research opportunities, and attract top-tier faculty members, ultimately elevating the institution's overall reputation and academic excellence.

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

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

One/Two of the above

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

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

2

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	View File

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

The Alumni Association serves as a vital support system for the institution by actively engaging with current students in several ways. Firstly, alumni frequently return to the institution to share their valuable insights and experiences, offering guidance on academic and career paths. This interaction serves as a motivating force, inspiring students to strive for excellence and nurturing their unique talents.

Furthermore, alumni provide access to a vast network of professionals and experts spanning various fields. This network becomes a valuable resource for students, enabling opportunities for internships, job placements, and collaborative projects. Such experiences enhance students' skills and prospects, contributing to the development of their special talents.

Alumni also contribute by conducting guest lectures, workshops, and seminars, exposing students to real-world scenarios and the latest knowledge. This exposure significantly contributes to talent development.

Moreover, Alumni Associations play a crucial role in recognizing outstanding student achievements, which serves as a powerful incentive for students to excel further in their respective areas of talent. In essence, the Alumni Association acts as a multifaceted support system, motivating, nurturing, and recognizing special talents among students, ultimately fostering a stronger and more vibrant educational community.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The College promotes participative management. Ideas pertaining to academic goals, organizational progress and better campus life are collected from stakeholders. Teachers play an important role in implementing the vision and mission of the college and to that extent play a proactive part in the decision-making process. Course in- charges enjoy considerable administrative and academic autonomy in running their respective courses.

The college follows its vision and mission to serve better for students, the governance of the college matches vision and the mission of the college.

The component team of the college involves, principal, convener of different committees, teaching staff, IQAC committee, non-teaching and supporting staff. There are many committees to support the vision and mission of the college for Ex. CLC, Sports Committee, Cultural and Library, subject wise Clubs, etc.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

The Institution follows the Professional Management approach in managing all the activities . Practice of Decentralization is reflected in decision making, planning and administration, and office management. The management of the Institution promotes a culture of decentralization and endeavors best substantial independence to the Institution in all areas of decision making process. Institution firmly believes to provide quality education to the society. The college follows all such norms laid down by government of Karnataka. Management and Administration is responsible for quality initiative to promote education to all sections. The administration ensures the smooth functioning in the all areas like Admissions, Account and Finance, Record Keeping, Evaluation and Supervision and Maintenance. The Institution enhances the quality at various levels. The Principal constitutes different committees among the faculty members and other employees of the college. These committees are entrusted with their responsibilities in the execution of the action plans in the college. The various committees of the institution that enhance the quality at various levels are: Management, Governing Council, IQAC Committee, Administrative and Non-teaching Staff, CLC, all the stakeholders involve in the decentralization and participative management all are working together for efficient functioning of the Institutions.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	View File

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.

Institution conducts internal and external financial audits regularly at the end of each financial year. The auditors visit the college at regular intervals, they verify all financial transactions with the supporting documents and approval of proper authority for each financial transactions. Based on such audit, they issue audit report to the college for True and Fair view on the financial statements. Such financial statements will be signed

and approved by the Auditor and Management. Based on the audited financial statements, auditors issue "Audit Report" Transparency is also followed in academic functioning of the college. All the guidelines given by Karnataka Government, Bangalore University and UGC are followed.

Before the commencement of the new batch, academic calendar is prepared and all the academic and non academic activities are scheduled before hand. It is circulated to all faculty members. All the Administrative activities are also fair and transparent.

Every activity related to purchase and accounts is uploaded on e-governance. All the records of students' admission work, examination work, purchase, accounts and inventory are maintained on e-governance. All these records are uploaded time to time. Admission process is fair and based upon merit and entrance test taken by CAC

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

6.2 - Strategy Development and Deployment

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

The institutional Strategic plan is effectively deployed in sync with the current requirement of the students. Academic calendar is decided prior to the start of academic session every year. All efforts are made to stick to the schedule for admission, classes, examination and evaluation. Strategies for involving students in creative activities are planned at several levels, like literary and cultural activities are looked after by the Coordinator informing and involving all the campus students for active participation, maintenance of discipline and other functionalities; Similarly in each National/ International Seminar/ Symposia/ Webinar/ Workshop, the student participation as volunteers to assist various sub-committees is welcomed and motivated. New plans for progress in the academic pursuit are conceived and implemented step by step, e.g., revision of syllabi, digital involvement.

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

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

The organizational structure of the college facilitates its smooth functioning. The administration of the institution is decentralized, duties and responsibilities are assigned to the faculty members and other support staff as per their skills, abilities, interest, talent and experience. To have effective management and monitoring college has functional e-governance / MIS. Our governing council reviews and evaluates the academic progress, administrative processes and co-curricular and extension activities of the college. Effective functioning of grievance cell is ensured by the institute by holding monthly meetings with the members of the cell. To ensure the effective functioning and management of various institutional activities like academic, cultural, skill- in- teaching and research, various committees / cells have been constituted and are functional. For the smooth functioning of these bodies/cells/committees various programmes are being organized from time to time. Meetings are chaired by the principal of the college and every agenda of the meeting is discussed properly and the record of the same is maintained. Criteria for the selection of teaching and non-teaching staff are completely based upon the norms and conditions of NCTE, UGC, Government of Karnataka and the affiliated university i.e Bangalore University Bangalore.

File Description	Documents
Link to organogram on the institutional website	http://sarvajna.org/wp-content/uploads/2024/05/SSCE-Organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students	Three/Four of the above												
<table border="1"> <thead> <tr> <th data-bbox="86 488 529 551">File Description</th> <th data-bbox="544 488 1436 551">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 557 529 620">Data as per Data Template</td> <td data-bbox="544 557 1436 620">View File</td> </tr> <tr> <td data-bbox="86 627 529 719">Screen shots of user interfaces of each module</td> <td data-bbox="544 627 1436 719">View File</td> </tr> <tr> <td data-bbox="86 725 529 788">Annual e-governance report</td> <td data-bbox="544 725 1436 788">No File Uploaded</td> </tr> <tr> <td data-bbox="86 795 529 857">Geo-tagged photographs</td> <td data-bbox="544 795 1436 857">No File Uploaded</td> </tr> <tr> <td data-bbox="86 864 529 920">Any other relevant information</td> <td data-bbox="544 864 1436 920">No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Screen shots of user interfaces of each module	View File	Annual e-governance report	No File Uploaded	Geo-tagged photographs	No File Uploaded	Any other relevant information	No File Uploaded	
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Any other relevant information	No File Uploaded												
<p>6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.</p>													
<p>The institution has constituted various committees for the successful and productive functioning of college activities. These well-defined committee are responsible to discuss, decide plans of action and implement them. The institution conducts its day to day working through these committees cultural committee, IQAC committee, Anti-ragging Committee, admission committee, library committee, examination committee ,teaching practice committee etc.</p> <p>The teaching practice committee of the college holds various meeting for the orientation of micro lessons, composite lessons, discussion lessons and final lessons. in light of that our teaching practice committeeorganised a workshop for Teacher Educators so that they can guide the pupil teachers for the for the pattern of lesson planning. After the orientation, pedagogy teachers had decided the format of composite lesson plans based on Joyful , toy based , Art integrated, creativity, value inculcation, ICT integrated and also for development of critical thinking, creativity of students. Orientation was provided to the students for preparation of lesson plans.</p>													

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	View File

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

- Centralised Wi-fi facility is available.
- Earned leave, on duty leave, maternity leave and medical leave granted to staff as and when need arises.
- Well-equipped facilities to access online & offline journals. Internet browsing facility, e-resources.
- Staff get-to-gather for the feast of the patron of the college and other significant days of the Management.

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	View File

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

0

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

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

04

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

06

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

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

Institution has Performance Appraisal System for teaching and nonteaching staff which strictly follows the UGC, Government of karnataka regulations as well as Management norms/guidelines for the Appointment of Teachers and other Academic Staff in the institution.

For the Maintenance of Standards, amendments are made therein from time to time, for teaching and nonteaching staff. The institution also undertakes a

wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities, which are mostly voluntary. The Institution accords appropriate weightage to these contributions in their overall assessment.

The Appraisal Proforma filled by the Faculty Member is checked and verified by the Head of the institution and faculty members whose promotions are due are recommended by the institutional head based on this Proforma. On the other hand, all non-teaching staff are also assessed through annual confidential reports and annual performance appraisal

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	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

The institution has a mechanism for internal and external audit. We have our own internal audit mechanism where internal audit is an ongoing continuous process in addition to the external auditors to verify and certify the entire Income and Expenditure and the Capital Expenditure of the Institution every year. Qualified Internal Auditors from external resources have been permanently appointed and a team of staff underthem does a thorough check and verification of all transactions that are carried out in each financial year. Likewise, an external audit is also carried out in an elaborate way on yearly basis. The institution has online financial data system connected to its own management i.e. Sri Sarvajna Education Society, Bangalore. Hence, every income and expenditure has an internal check and internal audit. Then periodically internal auditors do internal audit verifying the related receipts, vouchers, ledger postings etc. and the external audit is also done by auditors by an authorized C.A.. The system of maintaining accounts except petty cash is done by bank transactions thus ensures internal check and balance of accounts.

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

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

0

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.

- Institute maintains and follows a well-planned process for the mobilization of funds and resources. The process involves various committees of the institute. Institute has designed some specific rules for the fund usage and resource utilization.
- Being an college, the college receives funds from the government (salaries for the aided employees)
- Student Tuition fee is the major source of income for the institute.
- The management provides need-based financial support.
- The institution encourages faculty of the college to generate funds for the different activities. The IQAC explores funding schemes of various agencies like UGC, MHRD, NCTE etc.
- The college generates financial resources through its stake holders, government, NGOs, UGC, local well-wishers, alumni students and public representatives.
- The College keeps its infrastructure updated from time to time. It has prepared its policies for effective implementation and optimal utilisation of resources.
- As per the priority and advice of committees the funds are utilised for infrastructural development and beautification, ICT device and upgradation, student development and necessary equipment for the skill based courses.
- The received, is spent using proper channels, such as quotations, e-trending, discussion with consent of committees and Cheque or on- line payment system.

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

In the pursuance for quality assurance, quality up-gradation, assessment and accreditation, and institutionalization the college established the Internal Quality Assurance Cell on 20-02-2010

IQAC prepares perspective plan of development for the college and execute it in a strategic plan of every year.

The Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies by

- Teaching faculties encouraged to conduct researches in relevant fields.
- Arranging invited talks by the eminent scholars.
- Clean campus drive.
- All possible support within limited capacity to be provided to them.
- Achievement of gradual, professional and career improvement to be appreciated.
- Proposes teacher quality enhancement programmes
- Recommends teachers participation in various seminars and workshops as a step to enrich themselves.
- To organize national level conferences and webinars.

- Other mechanism that has been in practice is the feedback mechanism. IQAC designs the feedback forms and encourages each to collect feed back from students and to analyse those feedback.

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

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

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

- Face-to-face Classes
- Blended Learning
- Providing hands-on experience Students'
- Emphasis on the use of ICT in the process of teaching-learning
- Principal monitors the progress and suggests steps in the direction of
- improvement of teaching and learning.
- The IQAC of the college has devised several mechanisms to review the effectiveness of the teaching-learning process, structures and methodologies of operations in the institution and strived hard for its reforms. Adequate space in classrooms, quality instruments and equipment in laboratories, appropriate knowledge resources in the library and ICT facilities in classrooms, labs and the library are ensured before the commencement of every academic year.
- The IQAC is also keen on teachers' training and retraining workshops organised to diversify the teaching methodologies used by the teachers in their day to day teaching practices. Students as stakeholders are also included in reviewing the teaching-learning process by getting feedback from them in a prescribed format once in each semester. In addition, the college calls parents' meetings.
- The course wise analysis of results of the university exams is also taken as one of the reflections of the attainment of course outcomes.

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	View File

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

8

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	http://sarvajna.org/wp-content/uploads/2024/05/Minutes-of-IQAC-Meeting-2022-23.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	http://sarvajna.org/wp-content/uploads/2024/05/SSCE-AQAR-2021-22.pdf
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	View File

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

The Sri Sarvajna College of Education reviews its teaching learning process, operations and learning outcomes. The IQAC continuously reviews and takes steps to improve the quality of the teachinglearning process.

One of the main functions of the IQAC is to review the teaching-learning process, structures & methodologies of operations and learning outcomes at periodic intervals to assure quality of functioning in the Institution.

The IQAC at SarvajnaCollege of Education is committed to a learner centric approach regarding teaching learning progression and has designed the policy to assess and evaluate it intermittently. Accordingly, it provides support and guidance to the faculty. College has Book Bank facility where books will be issued for SC/ST students.

Students' results in the university examination created landmarks in the history of sarvajna from the last few successive years by obtaining good number of ranks like 3,6, 4 in the last three successive years and all six faculty members were able to receive their doctoral degrees from the prestigious universities of Karnataka, and one faculty member registered for the Ph. D degree.

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

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.

A well stipulated energy policy is stated and followed by Sri Sarvajna College of Education, Bengaluru. Multiple initiatives were taken by the institution towards energy conservation in its campus. The staff and students were encouraged to follow eco-friendly practices in conserving the energy. Everyone at the campus switch on lights and fans in their chambers/classes only when needed. During the day, the attempt was made not to make use of lights. The staff and students when leave the chambers/classrooms/labs, they switch off the lights. Preference was given for making effective use of sunlight and ventilation in the campus. Some of the activities and events are organized in the ground by making use of broad daylight.

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

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

Several measures were taken by the institution towards waste management in its campus. Everyone at campus was encouraged to separate waste into biodegradable and non-biodegradable while

disposing off. Two separate bins were maintained in the campus for collection of biodegradable and non-biodegradable waste and a dedicated team of ayahs around the clock devotedly disposed of it to the BBMP vehicles. Measures were taken to avoid/minimize the usage of single use plastic. The institution used cloth banners and board work in alternative of flexis for the events and occasions. Students were encouraged to write the reports of seminar, practical activities, events, and other activities on both sides of the paper to avoid paper wastage.

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

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

Two of the above

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

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

Two 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	View File

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

The institution made efforts towards maintenance of cleanliness and disinfected conditions in the campus. An advisory was issued to everyone towards ensuring the cleanliness in the campus. Any waste generated was properly disposed of as biodegradable and non-biodegradable into the bins. A devoted team of ayahs often clean the campus, classrooms, benches, washrooms and maintained hygiene in them. Students were advised to make use of public transportation as much possible. Students whose houses are nearby were encouraged to come to college by making use of their bicycles or by walk. Plastic use was restricted and paper waste was minimized. Students were informed and made to dispose the waste efficiently. The institution has nurtured and maintained green cover in the campus and a group of ayahs take care for watering and maintenance of green cover

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

Three of the above

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

0.5

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

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

Sincere and constant efforts were made by the institution in using the local environment, local community knowledge, human and field resources for its curricular and co-curricular activities. The institution invited local experts as chief guest, resource person etc. for most of its events. Teachers and students were encouraged to interact with local community to mutually share their thoughts on environmental conservation. During post-internship, students were encouraged to take up different community-based projects to cater to the needs of the local community. Field visit to local field resources such as Visvesvaraya Industrial & Technological Museum and Jawaharlal Nehru Planetarium, Bengaluru were organized. Environmental awareness drive was taken up for rural community

during community living camp.

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

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

B. Any 3 of the above

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

7.2 - Best Practices

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

BEST PRACTICE 1

HOLISTIC EDUCATION THROUGH COMMUNITY LIVING CAMP

Every year Community Living Camp for B.Ed student teachers will be organized with appropriate theme. It emphasises the interconnectedness and unity of all beings, highlighting the importance of harmony. cooperation., teamwork and simple living.

Objectives:

1 To develop environmental awareness by exploring the impact of human activities on the environment and exploring ways to mitigate these impacts.

2.. To foster a sense of community and teamwork among B.Ed students through collaborative efforts.

Outcomes:

Community Living Camp often emphasize physical activity, outdoor recreation, healthy living habits, contributing to overall well-being among student teachers by providing hands-on experiences that supplement theoretical knowledge, fostering a deeper understanding of concepts such as teamwork, leadership, and community engagement, It also helps them to reflect on human intervention in the process of depleting natural resources by contributing to environmental pollution.

BEST PRACTICE 2: PRACTICING OF INNOVATIVE LESSONS DURING SCHOOL INTERNSHIP

Objectives

1. To enable student teachers to understand the importance of innovative methods of teaching

2. To equip student teachers in the effective use of innovative lessons in their respective subjects.

Outcomes

The practicing of innovative lessons during schools internship helped the students significantly in terms of their teaching efficiency. Students became more confident in bringing further innovations in their teaching. . The students' internship activities were appreciated by the school head master and teachers and high school students gave good opinions and performed well in

the subsequent achievement test.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	View File

7.3 - Institutional Distinctiveness

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

One of the thrust areas for the institution has been training teacher trainees as community leaders. For this to materialize, the institution taken up various initiatives. Students were given exposure to local resources through field trips in their first semester; get acquainted with the school system (a miniature society) through school internship, understand the parents' grievances etc. through parent-teacher meeting; various community-based projects were given to them during fourth semester. Community based projects enabled the trainees to understand the socio-economic status of the family, needs and problems of local community; Also, the organizing of community living camp enabled the trainees to understand the nature of the rural life, their needs and problems etc

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