Yearly Status Report - 2019-2020

<table>
<tr><td colspan="2" align="center">Part A</td></tr>
</table>

Data of the Institution

1. Name of the Institution	SRI SARVAJNA COLLEGE OF EDUCATION
Name of the head of the Institution	Dr.B.P.Madhumathi
Designation	Principal
Does the Institution function from own campus	Yes
Phone no/Alternate Phone no.	08023111242
Mobile no.	9845215456
Registered Email	office.sarvajna@gmail.com
Alternate Email	sssce6@gmail.com
Address	#7& 8, 14th Cross, M C Layout Vijayanagar
City/Town	Bengaluru
State/UT	Karnataka
Pincode	560040

2. Institutional Status

Affiliated / Constituent	**Affiliated**
Type of Institution	**Co-education**
Location	**Urban**
Financial Status	**Self financed and grant-in-aid**
Name of the IQAC co-ordinator/Director	**Dr.Umashree D K**
Phone no/Alternate Phone no.	**08023354648**
Mobile no.	**9481824348**
Registered Email	**office.sarvajna@gmail.com**
Alternate Email	**sssce6@gmail.com**

3. Website Address

Web-link of the AQAR: (Previous Academic Year)	http://sarvajna.org/wp-content/uploads/2024/05/SSCE-AQAR-2018-19.pdf

4. Whether Academic Calendar prepared during the year

4. Whether Academic Calendar prepared during the year	**Yes**
if yes,whether it is uploaded in the institutional website: Weblink :	http://sarvajna.org/wp-content/uploads/2024/05/Calendar-of-Events-2019-21.pdf

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	**B**	**2.4**	**2013**	**04-Jan-2013**	**04-Jan-2018**

6. Date of Establishment of IQAC

6. Date of Establishment of IQAC	**20-Feb-2010**

7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Gandhi Sankalpa yathra	**23-Oct-2019**	**103**

	01	
Communication Skills and its practical applications	18-Dec-2019 03	49
Organise Blood donation camp and health checkup	23-Nov-2019 01	90
Organising Environmental Awareness programs	05-Jun-2019 03	98
Workshop on MOODLE LMS	22-May-2020 01	105
Formation of Student Activity Center 2017-19 and Clubs and its Inauguration	21-Nov-2019 2	48

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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Nil	Nil	NIl	2020 0	0
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:	**No**
Upload latest notification of formation of IQAC	**No Files Uploaded !!!**
10. Number of IQAC meetings held during the year :	**1**
The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website	**Yes**
Upload the minutes of meeting and action taken report	[View Uploaded File]
11. Whether IQAC received funding from any of the funding agency to support its activities during the year?	**No**
12. Significant contributions made by IQAC during the current year(maximum five bullets)	

Observed Education day and followed by conducting various sports, Cultural and Literary activities

•Conducted workshop on MOODLE LMS student teachers and for teaching faculty

•Organised IntraCollege Literary, Cultural, and Sports competitions for student teachers

•Environmental Awareness programs on the theme Air Pollution preventive measures

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
Preparing a tentative calendar of events to carry out activities	Conducted activities in a systematic manner according to calendar of events
Initiation and Induction Programme	Conducted Initiation day for 2019-21 batch on 08-11-2019 and followed by Induction programme from 8-11-2019 to 13-11-2019
Education Week	Observed Education day on 11-11-2019 and followed by conducting various sports, Cultural and Literary activities
Parent Teacher Meeting	Conducted PTM on 15-11-2019
Election for Student Activities Center	Conducted Election for Student Activities Center on 21-11-2019
Organizing Blood Donation camp	Organised Blood Donation camp on 23rd November 2019 on the eve of Founder's day
Developing Communicative English among Student-teachers	Organised two different sessions on Communicative English and practical applications of communication skills by inviting resource persons
Emphasis on Swachh Bharath	Organized cleaning campaign and shramadhan regularly throughout the academic year and awareness on among people of the community is done on the environment day 05-06-2019
Community Living Camp	Organised Community Living Camp from 30-01-2020 to 01-02-2020 at Janapadaloka, Ramanagaram. The Chief Guest is Prof. D N Nanjunadswamy, Former Principal, Dr Ambedkar College of Education
Educational Tour	To enrich the Student teachers with first hand experiences in different

	dimensions, planned and organized 5 days education excursion from3rd to 8th Feb 2020 towards Tamilnadu,-Madurai, Tripura, Kodaikanal-Solar observatory, Rameshwaram and Suchindarum
No Files Uploaded !!!	

14. Whether AQAR was placed before statutory body ?	No
15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?	No
16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2020
Date of Submission	28-Jan-2020
17. Does the Institution have Management Information System ?	No

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

To achieve the target of the curriculum the college has a strategy of connecting scholastic and co-scholastic area to fulfill the objective of curriculum. Teaching strategies act as a bridge to fulfill this aspect of curriculum. An annual Academic Calendar is framed at the starting of each academic year and it lays down the programme- initiation and induction, formation of student activities center, pre internship, education week, school internship, orientation and practice of teaching skills, post internship activities, internal assessment and practical as well as external examination, etc. and tentative timeframe. All faculties carry out their responsibilities as portfolios assigned to them both in scholastic and co-scholastic areas. As per the calendar of events and curricular implementation, activities will starts by introducing course requirements through Initiation and induction about B.Ed. Course content, Demonstration guidance and Practice of Communication skills(oral and written), preparation of instructional aids related to teaching pedagogical subjects, orientation to writing Lesson plan, content analysis and task analysis, giving demo lesson, Special guidance given during practice teaching, subjected to different reference sources, Guidance, corrections and feedback related to writing of lesson plans both 5 E plan, and ICT Integrated, guidance related to writing of Innovative plans, Content awareness programme related to pedagogy followed by discussions and in-house presentations, construction of instructional objectives task analysis based question bank, blueprint, test items and item analysis of Question paper construction and

administering Achievement test in pedagogy, conducting of Action research in pedagogical aspects and report writing, conducting cultural and literary activities, Guidance related to writing seminars for core subjects, Assisted in choosing library resources needed to write assignments, Supervision and feedback of Seminars and practical activities, Employed lecture method, Brainstorming strategies, Group discussions, Cooperative learning techniques, Activity based learning, peer tutoring, Diagnostic-prescriptive method, Station teaching, reflective teaching, Team teaching, Conducted subject enrichment programme - organized club activities, Usage of Library and digital resources for content knowledge enhancement, Integrating of ICT techniques during teaching sessions, execute the curriculum by organizing competitions regarding cultural and literary activities, Sports and games for in-house competitions(Indoor and outdoor), Environmental awareness programmes for community and school children, celebration of national and international important days. In collaboration with IT for change students utilize the different resources like digital library, technological facilities, internet facility and educational apps and OER sources to make the teaching effective. In order to develop sensitivity to the needs of the society, the institution organizes programmes like visiting special schools- mentally challenged, field visits, participating in Swachh Bharath, lending voluntary service in school curricular exhibitions, blood donation and health care etc. The professional development of students is nurtured by providing chances to prepare and present papers in seminars in the institution. In this way, our institution determines its Curriculum implementation and the progress of every aspect of its students and keeps on moving further in the light of development.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
Nil	NIl	Nil	0	0	0

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
Nill	Nil	Nill
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
BEd	1. Guidance and Counseling 2. Value Education 3. Peace Education	23/02/2015

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	0	0

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled

Workshop on MOODLE LMS	22/05/2020	98
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BEd	School Internship programme	49
BEd	Action Research Projects	49
BEd	Community Research Projects	49
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	Yes
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
An effort was made to obtain and assess the overall feedback from the stake holders for the academic year 2019-2020.The B.Ed. curriculum which if prescribed by the Bangalore University both teachers and the student-teachers agreed that the curriculum is academically flexible regarding the feedback on the curriculum. Majority of the respondents agreed that the curriculum has the quality of self-learning but need some aspects of some papers need to revise and revamp. By analyzing the students feedback and the reflections mentions in the reflective journal, maximum respondents agreed that the course component of the curriculum is helpful for all round development and future placement of these students. In order to develop basic skills of teaching the opportunity given to learn communication skills and teaching skills and its integration through simulated mode, ICT enabled lessons, video lesson, preparation for internship such as writing instructional objectives and lesson planning and Action research proposal writing, content analysis and unit and lesson planning, statistical techniques used for interpretation of achievement test scores , community projects and educational visits and club activities, environment and social sensitive activities and professional enrichment presentation and practical execution in all these the respondents i.e., student teachers agreed that the professional preparation for future career was remarkable, and college has ways and means to foster and sustain ICT based innovation and IT materials that the college library has adequate study materials for teaching and learning process provides high quality guidance and the respondents also agreed that the students are encouraged to participate in seminar, diagnostic and perceptive teaching, action research activities, references done through research journals, research abstracts are tremendous impact on the attitude and encouraged to nurture the teaching skills and competencies. Majority of the respondents agreed that the collaboration with IT

For Change as enabled and ensured them to use ITC in education without any fear and hesitation and served the purpose of conceptual clarity in pedagogical execution. Along with curricular knowledge, the curriculum provides life skills and value-based knowledge to the students. It is also found that the curriculum is well supported by Co-Curricular and Extra-Curricular activities and learning outcomes are of good standard. The Curriculum feedback plays a significant part in the development and modification of curricular aspects of the college. After analyzing the findings of the feedback it is forwarded to the Head of the Institution and taking appropriate necessary actions on the improvement of curriculum and teaching learning process which is framed by calling a meeting of the faculty. As there is a gradual development of teacher quality and curriculum transaction every year the institution also restructure the curriculum based feedback questionnaire, suitable changes in the teaching-learning process and up gradation of the curricular and co-curricular activities.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BEd	Education	50	64	50

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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2019	50	0	7	0	0

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of Teachers on Roll	Number of teachers using ICT (LMS, e-Resources)	ICT Tools and resources available	Number of ICT enabled Classrooms	Numberof smart classrooms	E-resources and techniques used
7	7	6	5	2	8

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2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The role of teacher education institutes is not only transacting theoretical content to students to develop them into resourceful in cognitive abilities. But instilling in them the responsibilities of teaching profession happens only if we provide them to realise their strengths and weaknesses. This happens only when faculty members gives individual attention and interacts with them individually. Hence the mentoring system in teacher preparation progamme play a significant role in enhancing professional competencies of student teachers. By keeping this in mind Sarvajna college of education planned a comprehensive mentoring system that helps development of student teachers academically, socially, emotionally with professional qualities by providing conducive and

suitable atmosphere. Starting from entry of the course the institution implements planned quality mentoring system under the guidance of principal. Each faculty member uses different strategies to motivate student teachers in their respective groups to reflect their strengths academically and socially. The behavioural changes occurred among the mentee are reflected in their participation and outcomes achieved and as well as overtly it can be noticed in the classroom discussions.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
50	7	1:7

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
0	0	2	0	0

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
Nill	Nil	Nill	Nil

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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
B.A.BEd	B.Ed	II	30/09/2019	07/11/2019
BEd	B.Ed	III	27/09/2019	11/11/2019
BEd	B.Ed	1V	03/03/2020	11/07/2020
BEd	B,Ed	III	04/03/2020	11/07/2020
BEd	B.Ed	I	06/03/2020	11/07/2020

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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The Institution has a system of continuous and comprehensive evaluation of student-teachers. The prescribed papers for each semester consist of full papers of 100 marks (30:70) and a few half papers (15:35), 30 and 15 are internal assessments respectively. The internal assessment is carried out by conducting tests as well as assigning Assignments, Seminars, Practical activities, Conducting Action research, Field visits, critical analysis of textbooks, undertaking community research projects, etc. In each of these areas of assessment, teacher educators provide guidance to ensure qualitative work. The faculty who is in charge of the internal assessment consolidates the assessment under the guidance of the principal and uploads the same in the online portal of university. The scores obtained by the student teachers in the internal assessment are made known to them before the theory examination.

However, semester end examination is conducted as per the university norms.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

The college prepares detailed and comprehensive academic calendar in par with Bangalore Universitys prescribed calendar of events. The calendar is planned and prepared after having discussions in faculty meetings. wherein all scholastic and co-scholastic activities- celebration of national festivals, observing National and International significant days, guest lectures on areas of significance, Different phases of the internship programme such as pre-internship, school internship, and post-internship, field visits, internal tests, etc for the current academic year are decided to include by looking at number of working days of semester. One faculty member called the Staff advisor is made responsible for finalizing the calendar of events after having a discussion with the principal. The schedule in the calendar is strictly followed for conducting the various academic events including examinations, and internship programme along with celebrations except in the case of unforeseen events. Internal evaluation of theory courses was done by two class tests and the related practicum prescribed in the syllabus. The Choice-based credit and semester system is followed. All the faculty members keep a daily work-done diary on a regular basis. The calendar of events so prepared is placed in the Governing Council meeting for perusal, if any modifications suggested, will be incorporated and finalized for the Academic year and same is made available for the stakeholders.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

http://www.sarvajna.org/bed/index.html

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
B.Ed	BEd	Education	48	48	100
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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

No Data Entered/Not Applicable !!!

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
No Data Entered/Not Applicable !!!				
No file uploaded.				

3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Workshop on MOODLE -LMS	Education	24/05/2019

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
No Data Entered/Not Applicable !!!				
No file uploaded.				

3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
No Data Entered/Not Applicable !!!					
No file uploaded.					

3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
No Data Entered/Not Applicable !!!		

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
No Data Entered/Not Applicable !!!	

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
No Data Entered/Not Applicable !!!			
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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
No Data Entered/Not Applicable !!!	
No file uploaded.	

3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
No Data Entered/Not Applicable !!!						
No file uploaded.						

3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations	Institutional affiliation as

			excluding self citation	mentioned in the publication
No Data Entered/Not Applicable !!!				
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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Attended/Seminars/Workshops	2	5	Nill	Nill
Resource persons	Nill	2	2	1

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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
Digital Literacy	ITFC-NGO	2	98

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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
Nil	0	Nil	0

No file uploaded.

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activites	Number of students participated in such activites
Awareness programme	by BBMP office, Govinda rajnagar, Bengaluru	Gandhi sankapla yathren	6	98
Community awareness Programme	Organising Environmental Awareness programs	Jatha on pollution free environment	6	98
Community Living Camp	Institution	Community Living Camp	7	95
Educational Tour	Institution	Educational Tour	7	94

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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
Intrernship Programme	50	Institution	60

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3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
internship programme	School Internship Programme	Cooperating/Internship schools	Nill	Nill	49
integration of technology	ICT integration in teaching and Learning	IT for Change, International NGO	11/02/2020	Nill	98
Awreness Programmes	Community Awareness Programmes	BBMP office, Govindarajnagar, Bengalru	Nill	Nill	98

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3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
IT for Change	11/02/2020	Integration of Technology in teaching -learning	98

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CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
3.5	2.87

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Existing

Seminar halls with ICT facilities	Existing
Classrooms with Wi-Fi OR LAN	Existing
Number of important equipments purchased (Greater than 1-0 lakh) during the current year	Newly Added

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4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or patially)	Version	Year of automation
Inflibnet	Fully	2.0	2012

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	9616	63103	230	Nill	9846	63103
Reference Books	1788	208742	Nill	Nill	1788	208742
Journals	17	13410	Nill	Nill	17	13410
Others(specify)	2	1850	Nill	Nill	2	1850

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4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
NIl	0	0	Nill

No file uploaded.

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	20	1	6	2	1	2	1	11	0
Added	12	0	0	0	0	0	0	0	0
Total	32	1	6	2	1	2	1	11	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

100 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility

<div align="center">**No Data Entered/Not Applicable !!!**</div>

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurredon maintenance of physical facilites
4	1	4	2.87

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

The college has very well maintained laboratories, libraries, computer lab with Wi-Fi facilities, LCD projector, scanning, Xerox and printing facility and sport room. Faculty member is the in-charge of different committees will prepare objective-based planning at the beginning of the academic year and student council will support to discharge their duties successfully. As per the planning, they will follow the procedure to maintain and utilize the resources by the student and faculty members. 1. SPORTS FACILITIES- The sports equipment is are kept in the sport room separately maintained and arranged in different cupboards with labels and number in available. Registers like accession, use and unused and issue register. Under the supervision of in-charge faculty and physical education director whenever sports period is meant in a timetable and organizing inter and intra-collegiate competitions/sport meets sports articles are used. 2. LIBRARY- Equipped with Inflibnet and digital scanning, Wi-Fi and internet browsing facility for online open resources. The students are allowed to the library soon after the induction and initiation. Once identity cards are issued students are free to barrow the books for their reference at home. Each student will have the opportunity to do references whenever they are having leisure time not only the period specified in the timetable. There is a provision to open the library one hour before the commencement of the prayer. Under the faculty in-charge library committee was constituted and they held responsible for maintaining library discipline along with librarian. 3. CURRICULUM LABORATORIES- There is four laboratories in the college namely- Social Science, Science, Language, Psychology and Computer. These labs are maintained by the subject specific faculties and student representatives. Laboratory etiquettes and disciplines are placed to notice by all the student's teachers. Essential laboratory registers are maintained. Throughout the academic year, the students are at liberty to take away the equipment during their pre, intern and post internship periods by intimation to a concern in charge by entering in the issue register. Curricular laboratories are fully loaded with portraits, charts, models, specimens, improvised apparatus, artifacts, etc. 4. CLASSROOMS- The classrooms are well maintained with LED projectors and a computer system with an internet connection. Students, activities center leader in charge faculty are solely responsible for maintaining and CCTV surveillance. 5. MULTI-PURPOSE HALL- morning assembly, guest lectures, a special event such as initiation and induction day, Student activities center election and inauguration and seminars and conferences etc. 6. LADIES ROOM- girl students' use in their personal time and basic amenities are made available to them. The responsibility of the room is given to under supervision of Lady Faculty and room Secretaries who are assigned to maintain. 7. FACULTY ROOMS- the faculty members are accommodated. Each faculty room is well equipped with Wi-Fi connection and systems. 8. CAMPUS GARDEN, HALLS,

ADMINISTRATIVE OFFICE,, IQAC ROOM, VISITORS ROOM, ART AND CRAFT ROOM - These facilities are looked after by the concerned faculty incharge with the support of student teachers.

https://sarvajna.org/campus-facilities/

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	Nill	Nill	Nill
Financial Support from Other Sources			
a) National	Nill	Nill	Nill
b)International	Nill	Nill	Nill
No file uploaded.			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Communication Skills and its practical applications	23/10/2019	50	Institution
Environmental Awareness programs	06/05/2020	98	Institution
Conducting Awareness programmes-on Youth Day about the role of youth in the progress of the society by student teachers	13/01/2020	98	Institution
Regular Mentoring System	Nill	98	Faculty Members,SSCE
International Yoga day-Yoga for Wellness programme	21/06/2019	98	Sri Chethan S, Suyoga Center, Bengaluru
Orientation on Competitive Skills and Examination	11/01/2020	49	Smt. Vijayambika N, Asst professor(Retd.) SSCE
Human Rights Day	10/12/2019	98	Student Activities Centre , SSCE
Club Activities	Nill	98	Respective Clubs of SSCE
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5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passedin the comp. exam	Number of studentsp placed
2020	NET- KSET, TET exams	49	49	20	30
No file uploaded.					

5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
No Data Entered/Not Applicable !!!		

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Nameof organizations visited	Number of students participated	Number of stduents placed	Nameof organizations visited	Number of students participated	Number of stduents placed
1.Sri Raghavendra High School. 2.Sophiya school 3.St.Yash public school	20	15	Nill	Nill	Nill
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5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Depratment graduated from	Name of institution joined	Name of programme admitted to
2020	15	BA.,B.Sc., B.Com	Mysore university, Bangalore University Gulberga and its Affiliated colleges	Departments of respective universities	M.A, M.Sc, M.Ed
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5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
NET	2

SET	4
Any Other	15

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5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Intra College Competions- Sports- Throw ball	Institution	40
Volley Ball	Institution	40
Shuttle badminton	Institution	16
Relay and Lemon Spoon	Institution	70
ultural ctivities -Group Song	Institution	16
Group Dance	Institution	40
Solo Dance Solo Song	Institution	32
Theme based Rangoli	Institution	16
Fancy dress	Institution	16
Literary Activities- Essay Writing,Pick Speak, Quiz	Institution	40

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5.3 – Student Participation and Activities

5.3.1 – Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one)

Year	Name of the award/medal	National/ Internaional	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
<td colspan="7" align="center">**No Data Entered/Not Applicable !!!**</td>

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5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

Sri Sarvajna College of Education, a reputed institution in Bangalore, understands the significance of this transitional phase for student teachers and has meticulously organized initiation and induction activities to ensure a smooth and enriching educational journey. initiation and induction program is a holistic approach to welcoming and orienting student teachers to the institution and its educational culture. It focuses on academic preparedness, personal development, cultural enrichment, and the enhancement of professional competencies, ensuring that students are well-equipped for their educational journey and future careers in teaching. The college provides ample opportunities for students to cultivate leadership qualities and organizational skills by actively engaging in various forums and activities. Class representatives are chosen based on the students preferences, and they assume the pivotal role of liaising with faculty members and disseminating crucial information, including the distribution of study materials. These representatives ensure effective communication within their respective classes. Additionally, student representatives take the lead in organizing major college

programs such as the Inauguration of the Student activities Center, Science day, International women's Day and other significant days. Their dynamic involvement ensures the seamless execution of these events, showcasing their ability to handle significant responsibilities. The college organizes a variety of cultural competitions and activities to encourage creativity, teamwork, and cultural appreciation among students. These include dance competitions, music events, and festivals celebrating diverse cultures. Environmental awareness programs for both the community and internship school children were diligently arranged, aiming to educate and sensitize individuals about the importance of environmental conservation. These programs featured inviting esteemed guest speakers who shared their expertise and insights on various environmental issues, fostering a deeper understanding among participants. In addition to guest lectures, the awareness programme initiative actively engaged student teachers participation in the community and this established a strong partnership between the institution and community to promote eco-consciousness. Just before the pandemic Covid 19, the Institution organised an educational excursion to the beautiful state of Tamil Nadu covering places of unique historical importance like Madhurai, Kanyakumari, and Rameshwaram, Dhanushkoti, Dr Abdul Kalamji's native place etc. Student teachers explored the rich cultural heritage of Tamil Nadu. Recognizing the importance of digital literacy in the modern age, a digital awareness program was meticulously organized for the participating student teachers. The pandemic forced a sudden shift to online education by using suitable digital platforms, online classes were introduced, and this led not only to finding alternatives to offline classes but also delving into the digital realm, gaining valuable insights into the tools and technologies that have become integral to their educational journey in these challenging times. This blend of traditional exploration in education excursion and digital adaptation in teaching-learning provided student teachers with a holistic and forward-thinking experience.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

700

5.4.3 – Alumni contribution during the year (in Rupees) :

5000

5.4.4 – Meetings/activities organized by Alumni Association :

Alumni association meeting was conducted. Intercollege sports, literary and cultural competition was organized in collaboration with alumni association for Bangalore University B.Ed Colleges.

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Management of the institution is collaborative and participatory in all the major events. All the sub systems of the college like Administrative system under the leadership of Principal, Academics with the Incharge faculty member, Student Council with Staff advisor and Examination section with incharge faculty member and IQAC withCoordinator functions based on the set norms in the

beginning of the course. Where ever Management interference is required from the different sub systems through principal approaches management to play a required role. Every subsystem with supervision regarding the achievement of objectives, the delivery of the content, the supporting tools and activities performed and also varied assessment tools to record the success of the sub-system, which finally enhances the quality performance of the entire programme. Here in this institution there is decentralization of personnel power and performance freedom for the teaching and non teaching faculty.

6.1.2 – Does the institution have a Management Information System (MIS)?

No

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	Curriculum transaction especially theory papers prescribed for the course is planned as per the emphasis laid in the syllabus by preparing a timetable at the beginning of the academic year. The faculty incharge for the time table preparation will include sports, practicum, mentoring, library, and ICT periods in the timetable in order to provide student teachers a maximum flexibility to achieve course objectives. The planned activities in the calendar of events are executed by providing a holistic real-life experience at college as well as outside college. All these activities are provides an opportunity for student teachers to explore their abilities in curricular, co-curricular, and aesthetic domains of learning
Teaching and Learning	Content enrichment programme is practiced in our institution like a bridge course for the student teachers to refresh content knowledge in the beginning of the academic year. Teacher educators while delegating the curriculum transaction uses different methods of teaching depending upon the content and availability of the resources. Components of life skills and values need to be inculcated among student teachers are blended into the instructional process and design of each lesson by the faculty is done based on the integaration ICT and life skills. This blended approach enables the teacher-educators to model pedagogy as an integrated approach of content across discipline with a blend of Philosophical, Psychological and Technological foundations. Student

	teachers will be provided intensive pedagogy training by orienting them on communication skills, teaching skills, simulated lesson, innovative methods of teaching, various evaluation tools. All these pedagogy aspects are practiced during different phases of Internship programme.
Examination and Evaluation	Term end theory exams of semester are conducted as per university norms, 70 marks in major papers and 35 marks in minor papers as per the Bangalore University Examination norms . For the internal assessment, our institution adapts continuous comprehensive evaluation techniques to reveal the student teachers abilities in different scholastic and co scholastic activities. Two internal tests in each semester are planned and administered along with the paper specific assignments like seminars, practical activities, field visits, surveys etc. The tests such as intelligence tests(Jalota's group intelligence and Raven's progressive matrices), personality tests(Eysenck's personality, 16PF), Interest inventory, Mirror drawing test, Division of attention, Memory test and other psychological tests orientation and administration for student teachers inorder to provide an opportunity to know their psychological traits and also to provide an insight about standardized tests and its importance. Which in turn they administer upon school students as part of their assignments during IV semester. Those student teachers who show remarkably high performance in the continuous and comprehensive evaluation are encouraged to do still better, at the same time those who show below the expected level of achievement will be provided remedial teaching and in case of further assistance, they will be refereed to counselling services through mentoring system. The effectiveness of the evaluation pattern followed in the institution resulted in all round development of the personality and by obtaining good results in the university exams.
Research and Development	To emphasis developing research skills among student teachers, there will be training to undertake Action

	research projects during school internship programme in their subject area at the schools.. Since there is action research paper in III semester , the general theoretical orientation on action research is done by the faculty member who teaches Action research paper and later each faculty member who engages the specific pedagogy will provide intensive training by making student teachers to prepare action research proposals and guidance is provided to carry out action research during the school internship programme. This is how student teachers are acquainted with basic research skills. Further, these research skills are enhanced by guiding them to undertake community research projects during IV semester.
Library, ICT and Physical Infrastructure / Instrumentation	Orientation on innovative methods of teaching and opportunity to implement them during school internship programme is one of our strong area of preparing our student teacher with the competencies of 21st century. Library, ICT lab/Computer lab and Physical Infrastructure of the institution are made available to student teachers during college hours and the extended working hours. All classrooms are spacious and well-ventilated and equipped with sufficient number of lights, fans and other requirements like LCD projectors. Each faculty member sets an example by incorporating ICT in their regular teaching learning.
Human Resource Management	Professional development of teacher educators are achieved by encouraging faculty members to enroll for Ph.D programme at different universities like Mangalore University , Mysore University and Karnatak University. Teacher educators involved in extension activities in collaboration with internship schools by having conducting need based faculty development programmes. Student teachers are provided systematic training in pedagogy skills by incorporating innovative methods of teaching along with the prescribed Internship activities. The student teachers in turn involved in providing training for the school students in various competitions and exhibitions at internship schools and as a part of

	school internship programme student teachers have to conduct any one or two co scholastic activities for school children. The college provides opportunities to attend various extension activities for student teachers as well as to teacher educators during the academic year.
Industry Interaction / Collaboration	The college has MOU with IT for Change , International NGO for Conducting ICT Integration in Teaching Learning, and ICT Society courses for student teachers and to faculty members on various ICT based skills. along with this, the college has 8 practice teaching /cooperating schools. The faculty of the college offers motivation classes for students and training for school teachers at internship schools. During the school internship programme our student teachers were asked to train school students for different occasions including a celebration of national festivals and other significant days as well as to prepare them for different exams like NMMS and NTSE exams along with term-end exams.
Admission of Students	Admission of students for Govt and Management is of the ratio 75: 25.Government Quota admission is based on the centralized admission cell through counselling by the State government followed by counselling at the institutional level. Management quota seats will be filled by getting admission of eligible candidates on first come first serve basis. On the first day of commencement of the classes the principal and faculty members orient the candidates about the functioning of the college and other details related to the course is acquired in the induction programme. The college office maintains the student profile in a systematic manner.

6.2.2 – Implementation of e-governance in areas of operations:

E-governace area	Details
Planning and Development	Nill

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended	Name of the professional body for	Amount of support

Nill	Nill	Nil	Nil	0

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6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2020	Workshop on MOODLE-LMS	Nill	06/05/2019	06/05/2020	7	Nill
2020	ICT Integration in Teaching-Learning in online mode on Bigblue button	Nill	11/05/2020	28/08/2020	7	Nill
Nill	Orientation on Creating Courses on MOODLE LMS on creating courses on MOODLE-LMS	Nill	20/04/2020	23/04/2020	7	Nill

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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Workshop on MOODLE-LMS	7	06/05/2020	06/05/2020	01
Value added Course-ICt Integration teaching-learning	7	11/05/2020	28/08/2020	30

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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time

0	0	0	0

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
• Good working atmosphere • Management provides financial assistance for those who are in need, when salary delays	• Management provides Financial assistance if salary delays from govt due to various reasons. • Donation-free seats for non-teaching staff kids in Sri Sarvajna high School.	-Felicitation of Top scorer and Best out going student teacher with cash prize, which motivates the new batch students to set goals to achieve to their best. Scholarships from social welfare department for Minority and SC/ ST students and for OBC student teachers. Financial assistance for economically backward students is initiated by teachers and management for poor and academically deserving students.

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Yes, the Institution conducts internal and external financial audits regularly. Internal audit of academics is done regularly by the management and IQAC of the college. External audit is done by the Department of Joint Directorate of Education regularly. For the department audit, they provide a statement.

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
Nill	0	0
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6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	Nill	Yes	Nill
Administrative	Yes	Nill	Yes	Nill

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

• Assurance that they do extend required support to their wards in the process of completing the course. • Agreeing to be the part of success story of the institution. • Volunteering to be a human resource for the events at the institution • Moral support to the Principal and Faculty to go ahead with the planned activities of the Academic year

6.5.3 – Development programmes for support staff (at least three)

- Training in Non-proprietary software - Enhancing Communication skills and Soft skills

6.5.4 – Post Accreditation initiative(s) (mention at least three)

- Equipping the professional skills of faculty members by encouraging in participation of FDPs. -Adapting quality-promoting practices in teaching-learning - Encouraging student teachers to participate in extension activities.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b)Participation in NIRF	Nill
c)ISO certification	Nill
d)NBA or any other quality audit	Nill

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2019	Initiation and Induction Programme	04/11/2019	08/11/2019	13/11/2019	50
2019	Education Week	04/11/2019	11/11/2019	16/11/2019	98
2019	Parent Teacher Meeting	04/11/2019	15/11/2019	15/11/2019	25
2019	Developing Communicative English among Student-teachers	04/11/2019	23/10/2019	23/10/2019	50
2020	Orientation on Creating Courses on MOODLE LMS for teacher educators	02/04/2020	20/04/2020	24/04/2020	7
2020	Orientation on Creating Course on MOODLE_LMS By It For Change	02/04/2020	20/04/2020	24/04/2020	7
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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the

year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Savithribai Phule Birth Anniversary CelebrationBirthda	03/01/2020	03/01/2020	84	16
International Women's Day celebration	09/03/2020	09/03/2020	84	16
Sports, Cultural and Literay competition irrespective of gender	20/01/2020	01/02/2021	84	16

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources
• Plastic free environment concept is instilled by asking student teachers not to use plastic files and transparencies for preparing and submitting assignments, thermocol sheets are not allowed to prepare instructional materials. • Involvement in the Swacch Bharath Abhiyan promoted environmental initiatives among staff and students • Conservation Consciousness is instilled through talks and workshops • Organised presentations on plastic pollution and its negative impact on living organisms and especially on water animals. • Collage preparation on do's and don'ts to protect and preserve environment is done on regular basis. • Discussion sessions on how wasting and overuse of paper end up in deforestation are done. • Pollution in the campus is reduced through continuous supervision of clean and green environment

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Ramp/Rails	Yes	1

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
Nill	2	2	05/06/2019	01	Environmental sensitivity	04	94
2019	1	1	10/12/2019	01	Significance of Human Rights	03	98

7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Human Rights and its Significance	10/12/2019	Created awareness about the significance of Human rights and Human Values among the students of internship and in the community

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
Gandhi Sankalpa yathra on organised by BBMP office, Govindarajnagar, Bengaluru	23/10/2019	23/10/2019	90
Community Living Camp at Janapada lokha, Ramanagara	30/01/2020	01/02/2020	98
Educational Tour	03/02/2020	08/02/2021	95
Organise Blood donation camp and health checkup	23/11/2019	23/11/2019	98
Environmental Awareness programs	05/06/2019	05/06/2019	98

7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

• Instruction to student teachers to avoid materials made out of plastics while doing assignments • Maintaining school garden in the campus • Minimize the use of papers by transforming ourselves to e-paper usage- taking unnecessary printouts are avoided. • Clean and green campus • Encouraging student teachers to prepare and use of Eco friendly instructional material • Craft work – best out of waste

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Best Practice 01 Food for Thought-Screening significant educative videos during morning assembly Incorporating educative videos in the morning assembly adds variety to the usual morning assembly routine, making it more interesting and enjoyable for student teachers. It breaks the monotony and keeps students enthusiastic and prepared to learn and get motivated for the whole day in the college. Objectives of Screening significant educative videos • Screen intellectually stimulating videos to create a positive and intellectually engaging start to the day • To stimulate students intellectual curiosity and critical thinking skills early in the day, setting a positive tone for learning • To introduce new ideas, concepts, or information, expanding students knowledge base • Feature inspirational videos of stories, or achievements Inspiring students to set and pursue higher goals • Encourage a love for learning beyond the classroom by exposing students to a wide range of intellectual content • Screen videos related to study techniques, time

management, and academic success strategies to help students excel in their studies. • Showcasing different subject videos to ensure that students are exposed to a variety of ideas and perspectives Context: At Sarvajna College of Education, the morning assembly includes various aspects, a recently added innovative idea was screening Intellectually stimulating educative videos teachers with the title "Food for Thought". It was planned to collect short Inspirational videos of less than 10 minutes from faculty and students into one folder and weekly three days it will be screened and instructed students to reflect upon the videos by doing analysis. Outcome: Educational videos are visually engaged and capture student teachers attention effectively. Showing these videos during morning assemblies, resulted in starting the day with an interactive and captivating learning experience. In any class, many students are visual learners, and educational videos provide a powerful medium for conveying complex concepts in a visual and easily understandable manner. This helped in better comprehension and retention of information. The incorporation of videos added variety to the usual morning assembly routine, making it more interesting and enjoyable for student teachers. It breaks the monotony and keeps students enthusiastic about attending assemblies. Videos engaged multiple senses, combining visual and auditory elements. This multisensory approach enhances the learning experience and can cater to a wider range of learning styles found among learners. Many educative videos featured are inspirational stories, role models, and motivational content. These helped to uplift students spirits, boost morale, and encourage them to set higher goals and work towards achieving them. In a short span of time, videos can convey a substantial amount of information in limited time, and videos can efficiently deliver educational content within that timeframe. Incorporating educative videos into morning assemblies in our college proved to be one of the enhanced learning and they proved to be the best valuable and enjoyable ways to cater to both auditory and visual learning style learners to enhance students learning and foster a love for learning, and promote personal and academic growth. Best Practice 02 Induction Programme Conducting an Initiation day and effective induction program for a Bachelor of Education course requires careful planning and organization. This program aims to provide a comprehensive overview of the course including all the scholastic and Co scholastic activities, its expectations, and the support available to student teachers. Objectives of Induction Programme • Commencement of the programme with warm welcome and introduction. • Introduce the faculty members and support staff who will be involved in the B.Ed programme. • Briefly outline the goals and objectives of the induction program • Provide an overview of the B.Ed program, including its duration, curriculum structure, and key learning outcomes • Explain the programs significance in preparing students for careers in education Significance of Conducting induction Programme • Outlined the academic requirements, including the number of courses, credits, and any specific prerequisites • Explaining the expectations regarding attendance, participation, assignments, and assessments. • Introduce the academic support services available, such as libraries, tutoring centers, and online resources • Highlight the importance of seeking help when needed from a particular faculty member. • Provide information about the functioning of different IQAC Cells and the role they need to play • Highlight support services such as counseling, career services, and student organizations • Emphasize the importance of a well-rounded educational experience • Review the institutions code of conduct, academic integrity policies, and any other relevant regulations • Stress the importance of ethical behaviour and adherence to policies • Allow faculty members to briefly introduce themselves, their areas of expertise, and their expectations from students • Encourage students to reach out to faculty for academic guidance

Upload details of two best practices successfully implemented by the institution as per NAAC format in your

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

Vision and Mission of Sri Sarvajna College of Education Vision: • To create professionally sound and ethically strong teachers, who develop into highly skilled human resources. • To become a centre for excellence for life long learning, professional development and personal growth of teachers who ultimately become innovative and reflective practitioners in our global technological society. Mission: • To train competent and dedicated professionals equipped with skills required for effective teaching-learning, who will inculcate moral and spiritual values with responsibility and love in the students. • To provide teachers with holistic and quality school based teaching learning experiences by using innovative techniques, varied instructional strategies and inter-disciplinary methods including ICT to cope with the competitive world. Inorder to realise the vision and mission of the institution our college plans and provides distinctive activities to student teachers all through the course. Each and every activity that we plan should reflect either partial or complete achievement of the set goals of the institution in terms of vision and mission. THREE DAYS INDUCTION PROGRAMME WITH SCHEDULED PLAN: Conducting an induction program for a Bachelor of Education course requires careful planning and organization., the main purpose of conducting this event is to make student teachers realise the Vision and Mission of the institution. This program aims to provide a comprehensive overview of the course including all the scholastic and Co scholastic activities, its expectations, and the support available to student teachers. Objectives of Induction Programme • Commencement of the programme with warm welcome and introduction. • Introduce the faculty members and support staff who will be involved in the B.Ed programme. • Briefly outline the goals and objectives of the induction program • Provide an overview of the B.Ed program, including its duration, curriculum structure, and key learning outcomes • Explain the programs significance in preparing students for careers in education Significance of Conducting induction Programme • An opportunity to familiarise the Vision and Mission of the institution. • Outlined the academic requirements, including the number of courses, credits, and any specific prerequisites • Explaining the expectations regarding attendance, participation, assignments, and assessments. • Introduce the academic support services available, such as libraries, tutoring centers, and online resources • Highlight the importance of seeking help when needed from a particular faculty member. • Provide information about the functioning of different IQAC Cells and the role they need to play • Highlight support services such as counseling, career services, and student organizations • Emphasize the importance of a well-rounded educational experience • Review the institutions code of conduct, academic integrity policies, and any other relevant regulations • Stress the importance of ethical behaviour and adherence to policies • Allow faculty members to briefly introduce themselves, their areas of expertise, and their expectations from students • Encourage students to reach out to faculty for academic guidance • conducting the induction in person by allowing students to introduce themselves, and offering a campus tour to familiarize students with key locations such as classrooms, libraries, and administrative offices.

Provide the weblink of the institution
https://sarvajna.org/

8.Future Plans of Actions for Next Academic Year

• ICT integration in teaching-learning programme • Orientation on using Digital teaching learning platforms • Introducing the concepts of Proprietary and Non-proprietary software • Exploring E tools for teaching, learning and testing • Conducting National or State level FDPs in the area of technology integration. • Organising workshop for school teachers on Innovative teaching methods • Continuing Swachh Bharat Abhiyan • Undertaking research projects in the concerned areas • Conducting Community Awareness programms on the areas like 1.combating the fear of infectious diseases, 2. Psychological preparedness, 3, Enhancing Immunity against infectious diseases in the present generation.