YEARLY STATUS REPORT - 2020-2021

Part A

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 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, MC 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)   **sssce6@gmail.com**

3.Website address   www.http://sarvajna.org

- Web-link of the AQAR: (Previous Academic Year)   http://sarvajna.org/wp-content/uploads/2024/06/SSCE-AQAR-2019-20.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-2020-22.pdf

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 7	**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/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	**Nil**	**Nil**	**Nil**	**00**

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   1

- 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 National Level Webinar on NEP-2020- Revolutionary Changes in Teacher Education on 13th October 2020**

- **Organised Value added event: Yoga for Wellness on 21st June 2020 through Online mode.**

- **Bringing out college level digital publication on environment-related articles as part of Environment Day celebration on 5th June 2020.**

- **Orientation on Digital Valuation in collaboration with Bangalore University, Bengaluru on August 2021**

- **Orientation on Online Teaching, Learning and Testing Tools**

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 in midst of Covid-19**
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 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, including its duration, 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.**
Organising FDP- International/National / State level webinar	**Organised National Level Webinar on NEP 2020- Revolutionary Changes in Teacher Education on 13th October 2020**
Workshop on pedagogy skills	• **Organised Communication Skills orientation and practice • Oriented 8 different teaching skills theoretical foundations by teacher educators followed by demonstrations• Student teachers practiced six teaching skills in a scheduled time table in online mode.**
Regular Mentoring System	• **Teacher educators extended the formal and informal mentoring**

	sessions • Provided Psychological Support and encouragement to adapt to different demanding life styles in the covid 19 • Motivated and trained to use Online platforms for teaching, learning and evaluation.
Observing significant days	• Celebrated Environment day on 5-6-2020 • Observed Teacher's Day on 05 -09-2020 • National Science day on 28th Feb 2021 • Gandhi Jayanthi and Lal bhadhur Shasthri Jayanthi on 2nd October 2020
Celebrating National festivals	• Celebrated Independence day on August 15th 2020 in online mode. Conducted two rounds of quiz
Intra College Literary ,Cultural and Sports Activities	Organised competition amon

13.Whether the AQAR was placed before statutory body?   No

- Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Part A
Data of the Institution

1.Name of the Institution	Sri Sarvajna College of 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
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• City/Town	Bengaluru
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• Pin Code	560040
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- Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020	28/01/2020

15.Multidisciplinary / interdisciplinary

a) Vision for Transformation: The institution envisions transforming itself into a holistic multidisciplinary institution

by redefining its educational goals and strategies. This includes fostering an environment that encourages the convergence of various disciplines, breaking down silos, and promoting collaboration among faculties from different backgrounds. b) The institution has developed a comprehensive approach to integrate humanities and science, such as "Science and Society" that explore the ethical, social, and cultural implications of scientific advancements. c) The institution offers flexible and innovative curricula that incorporate environmental education, and values-based education. d) The institution's plan for a multidisciplinary flexible curriculum allows students to accommodates diverse learning paths. e) The institution is committed to promoting multidisciplinary research to address society's pressing challenges. f) The institution has already initiated several good practices to promote multidisciplinary and interdisciplinary approaches. the institution r organizes seminars and workshops that encourage faculty and students to explore interdisciplinary themes.

16.Academic bank of credits (ABC):

Institutions can empower faculties by providing them with the autonomy to design their own pedagogical approaches within the broad guidelines set by the institution. This autonomy can stimulate creativity and innovation in teaching and learning. Offer faculty development programs and workshops to enhance their curriculum design and pedagogical skills. This can include training on the use of technology, active learning techniques, and student-centered approaches. Constructive feedback can help refine and improve these approaches. Ensure that faculties have access to a variety of resources, including libraries, online databases, and teaching materials, to aid in their curriculum and textbook selections.

17.Skill development:

The institution offers a range of skill-based courses that are designed to enhance students' vocational skills, such as technical training, computer skills, Soft skills like communication, teamwork, problem-solving, and adaptability are integrated into the curriculum to make students more employable.

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

Develop a curriculum that incorporates Indian knowledge systems, teachings, and values. This should include subjects related to Indian philosophy, history, art, culture, and traditional

sciences. Offer courses in Indian languages, alongside English, to cater to the diverse linguistic backgrounds of students. Ensure that course materials are available in multiple languages. Include modules or courses on Indian culture, customs, and traditions. Encourage students to participate in cultural events and festivals Invite experts in Indian knowledge systems to conduct guest lectures and workshops. This provides students with exposure to practitioners of traditional knowledge

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

Outcome-based education (OBE) is an educational approach that focuses on defining specific learning outcomes or objectives for student teachers and then designing curriculum, assessments, and teaching methods to help student teachers achieve those outcomes. This approach is not limited to any specific level of education but can be applied to various educational programs, including B.Ed (Bachelor of Education) colleges. It Emphasises Setting Learning outcomes, developing assessment methods, active teaching- learning strategies, feedback mechanism and monitoring and evaluation of students achievements by bringing adapatability.

20.Distance education/online education:

Open and distance learning has been used to support teachers' career development both through structured programmes, designed for specific groups of teachers, and by providing opportunities for individual teachers to raise the level of their own qualifications our institute encourages student teachers to continue education through SWYAM MOOC and other online platforms.

Extended Profile

1.Student

2.1 Number of students on roll during the year	**100**

File Description	Documents
Data Template	[View File](#)

2.2 Number of seats sanctioned during the year	**50**

File Description	Documents
Data Template	View File

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

File Description	Documents
Data Template	View File

2.4 Number of outgoing / final year students during the year:	**50**

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**50**

File Description	Documents
Data Template	View File

2.6 Number of students enrolled during the year	**50**

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**4**
4.2 Total number of computers on campus for academic purposes	**34**

3.Teacher

5.1	**7**

Number of full-time teachers during the year:	

File Description	Documents
Data Template	View File
Data Template	View File

5.2	**1**
Number of sanctioned posts for the year:	

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Part B

</div>

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

At the beginning of the academic year under the leadership of the principal all the faculty members of Sri Sarvajna College of Education are having the practice to discuss the academic course and activities based on the curriculum provided by 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 in advance. Curricular improvement discussions are held in order to provide the 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 a research bent of mind with brainstorming. The college, as per regulations and calendar of events given by 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 teaching schools Employers Experts Students Alumni	A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	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	A. All of the Above

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

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

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives including pedagogy courses for which teachers are available

1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year

18

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/#170102530 8476-48fe8e56-607b

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

01

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

01

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

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

0

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

0

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

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

File Description	Documents
Data as per Data Template	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

48

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

48

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. In spite of COVID-19 School internship, school visits and community contact programmes are part of the curriculum are transacted through online and offline.

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

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

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 exposer 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. 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 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 – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	**All of the above**

File Description	Documents
Sample filled-in feedback forms of the stake holders	[View File](#)
Any other relevant information	[View File](#)

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 and action taken**

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

50

2.1.1.1 - Number of students enrolled during the year

50

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

11

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

11

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)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	**No File Uploaded**

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

1

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

1

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

2.2 - Honoring Student Diversity

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

In the institution, at the beginning of the academic year, students were motivated to speak on their learning needs, strengths and weaknesses, their expectations from the B.Ed. Programme etc. Students were motivated to share their previous academic achievements, non-academic achievements etc. This helps to understand their readiness to undergo professional education programme. The institution provides the academic support to students through various means. Talents Day is organized in order to gauge the diverse talents of the students. Students are 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 provides for training in technology-based teaching by collaborating with IT for Change. Apart from theories of learning, teaching and evaluation, the institution also gives 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 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	All of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
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	Four 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	View File
Photographs with caption and date	View File
Any other relevant information	No File Uploaded

2.2.4 - Student-Mentor ratio for the academic year

1;7

2.2.4.1 - Number of mentors in the Institution

7

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.

The institution encourages its teacher educators follow different strategies and approaches of teaching. In general, teacher educators use participative learning, problem solving approach, brain storming, focused group discussion during teaching of general papers and content and pedagogy of methods. Experiential learning, project-based learning etc. were given prime importance during fourth semester. During Covid-19 pandemic, all the teachers employed online mode of teaching through platforms such Google Meet, Zoom, Webex etc. Students were also enabled to attend educational webinars which helped them to cement their learning in

the concepts of education. During school internship, students were guided to take up innovative methods of teaching their respective specialization.

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

6

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	https://karnatakaeducation.org.in/lms/?redirect=0
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

50

File Description	Documents
Data as per Data Template	[View File](#)
Programme wise list of students using ICT support	[View File](#)
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 Understanding theory courses Practice	**Five/Six of the above**

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

The institution has a systematized mentoring mechanism. The weekly timetable provides for 2 mentoring sessions for students. Each teacher was provided with a small group of students for the convenience of personal and group interaction. All the teachers work specifically in their groups. The teachers as mentors encourage students to share their varying 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 students about recent developments in the	**Five/Six of the above**

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	View File
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: The teaching-learning process at the institution is varied. Teachers use innovative methods in their teaching while interacting with students. Teachers use discussion, project-based learning, community-based learning, barnstorming, buzz sessions, experiential learning etc. to nurture and promote creativity, critical thinking skills, problem solving skills, decision making etc. among students.

Case 2: The institution has tie-up with IT for Change, Bengaluru. This agency gives long drawn training in making use of ICT tools in teaching by students. The students are encouraged to learnt ICT skills in their teaching during school internship. Also, they are trained to use ICT tools for electronic evaluation.

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	[View File](#)
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 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	**Eight /Nine of the above**

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

2.4.3 - Competency of effective communication is developed in students 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 tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales	Four of the above

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	View File

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	**Four of the above**

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
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 ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event	**All of the above**

File Description	Documents
Data as per Data Template	*View File*
Documentary evidence showing the activities carried out for each of the selected response	**No File Uploaded**
Report of the events organized	*View File*
Photographs with caption and date, wherever possible	*View File*
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 due to the prevailing of Covid-19 Pandemic, in the beginning, organized school internship through online mode and later through the offline mode. Before the beginning of internship, the institution made all possible efforts to adequately orient and train the students on preparation of lesson plans in method 1 and 2, innovative lesson plans, preparation, administration and analysis and reporting of achievement test, action research, trying out of innovation in teaching, selection and preparation of both conventional and digital teaching aids etc. Also, the institution has refreshed its faculty on assessing students school internship through structured observation schedule and feedback. The students were motivated to prepare lesson plan

and get it corrected through WhatsApp and telephonic conversation and later on through personal means. The students lessons were observed through online platforms in the beginning and later on through offline means and they were provided with feedback.

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	**Nine/All of the above**

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

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

The institution adopted the proper monitoring mechanism during school internship keeping in view the prevailing Covid-19 Pandemic. Teacher educators observed and assessed the students presentation through observation schedule and accordingly gave feedback for improvement through online platforms in the beginning and through offline mode in the later stages. School principals and teachers also observed the practice in teaching of the students and offered the feedback. In addition, the peers were trained to observe their colleagues presentation and participate actively in giving feedback.

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 programmes)	**Four of the above**

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

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	**Two 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	View File

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	View File
Any other relevant information	View File

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

6

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

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	View File

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

All the teachers have put efforts to keep themselves updated professionally. They all have taken keen interest either taking up

courses or research for professional development. They attended many seminars, conferences, workshops, training, webinars etc. on current and varying themes in educational field. Also, they had inhouse discussions on current developments such as proposed NEP – 2020, learning theories, learning styles, innovative methods of teaching etc. On several occasions, teachers have discussed the trending issues such as gender issues, sustainable development goals etc. Teacher upon attending professional related programmes, have shared the details of developments in the respective areas of education.

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

The institution has well defined continuous internal evaluation mechanism as mandated by the Bangalore Univrsity, Bengaluru, Karnataka. There is systematized continuous internal evaluation throughout B.Ed. Programme. In all the semesters, seminars, practical activities and internal assessment tests are conducted. In addition, continuous internal evaluation particularly in third semester included 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	View File
Any other relevant information	View File

2.6.2 - Mechanism of internal evaluation is	Four of the above

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	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 adheres to 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	[View File](#)

2.7 - Student Performance and Learning Outcomes

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

The teaching learning process of the institution is aligned with the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) as mandated by the Bangalore University for its B.Ed. Programmes. The B.Ed. programme offered by the institution involves student and activity centered teaching learning process. It gives requisite priority to blend both indoor and outdoor activities to achieve the intended learning outcomes. The institution takes 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 are 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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

The institution follows mentoring mechanism for keeping 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 dairy 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

45

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 beginning of the academic year, the faculty members of the institution make it a 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 long drawn 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	View File

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

Nil

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

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

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

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	**No File Uploaded**

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports	**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	**No File Uploaded**
Reports of innovations tried out and ideas incubated	**No File Uploaded**
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	[View File](#)

3.2 - Research Publications

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

0

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

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

02

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

4

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

0

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

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

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

Our Institution had to undergo many challenges to hold students and other stake holders amid LOCKDOWN. For the safety of Faculty and student-teachers, it was decided to have Online classes and also conduct the activities through the same mode. Hence a collaboration with NGO, ITFC was made who took the initiation of training teacher-educators and student-teachers with various digital tool like Concept mapping, Geogebra, Phet, Audacity, Kazam, OERs. This was followed by Refresher course of one month. Many other outreach, Extension and awareness programmes were also done through online mode. Workshop on Innovative teaching methods like Diagnostic-prescriptive teaching, Station teaching, Team teaching and Experiential teaching was conducted to Demo school teachers of Sri Sarvajna School who could take this knowledge and implement in their classrooms.With the introduction of NEP2020, there were lot of doubts and no clarity, Institution planned to organise a National level Webinar on" NEP2020-REVOLUTIONARY CHANGES IN TEACHER EDUCATION" for which delegates from all over the country participated. National Science day was planned in Practice teaching schools through exhibition of Scientific temperament and scientific attitude. To cope up with the stress and challenges of COVID19 a Programme on WELLNESS CAPSULE covering mental and physical well being was organised for student-teachers and also for their family members. This also involved lot of presentations, awareness and knowledge explosion from faculty to the student-teachers

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

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

0

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

3.4 - Collaboration and Linkages

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

01

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

01

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

0

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities	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 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	View File
Any other relevant information	**No File Uploaded**

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

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

5

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

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

181630

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 10,000 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: Inflibnet

The library has a rich reference collection i.e. encyclopedia, student encyclopedia Britannica, journals, books and other reference materials.

We have CD/DVD based electronic resources in our library. Provision is made for admission of students. 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. With these facilities available to us, teachers and students are given free space to use the library effectively.

File Description	Documents
Bill for augmentation of library signed by the Principal	No File Uploaded
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.

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.

IT for change NGO is actively involved in our education, providing special workshops online and offline for teachers and students on using free software for learning. Due to this, through OER (Open Educational Resource) teachers and students were able to create PDL (Personal Digital Library) for self-learning. with this the students are abled to create their personal digital library for their academic progress.

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

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

File Description	Documents
Data as per Data template	<u>View File</u>
Receipts of subscription /membership to e-resources	<u>View File</u>
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)

17350

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

25

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

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

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

Our Sri Sarvajna College of Education 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.IT for change NGO is actively involved in our education, providing special workshops online and offline for teachers and students on using free software for learning. Due to this, through OER (Open Educational Resource) teachers and students were able to create Personal Digital Library) for self-learning and through (BBB) bigbluebutton it helped to take online classes during the pandemic period. n particular, information about free software that can be used to prepare various audio-visual teaching and learning tools based on software, complete information and training about the rules and regulations of the law, how to use it and what can be used and not used and downloaded for free in the information available in Google and Youtube is provided in our college.we are using libre office instead of MS office which is free software which is helpful in using and access. n the Computer Lab software available are;LibreOffice Geo Gebra,mind map Audacity 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	[View File](#)

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 theacademic 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	Nil
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	https://youtu.be/18sL7uLIJGU?si=rZKG6fxerKTlyBS8
Any other relevant information	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

3

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

The college has all the required facilities as per NCTE and University norms. Everyone in the college is responsible for everything. The resources available to us are managed responsibly in order to utilize the infrastructure related to physical, academic and related facilities in our college for the maximum benefit of the students and the teaching and non-teaching staff. 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.

The committees meet regularly to monitor the optimum use of physical, academic and support facilities which are accessible to the students and staff of the college.

File Description	Documents
Appropriate link(s) on the institutional website	http://www.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	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	**No File Uploaded**
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	**Seven/Eight of the above**

File Description	Documents
Geo-tagged photographs	**No File Uploaded**
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	**B. Any 3 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
35	50

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

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

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

7

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)

46

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

5.3 - Student Participation and Activities

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

Student council members serve as the voice of the student body, bringing their concerns and suggestions to the administration. They actively participate in decision-making processes, ensuring that students' perspectives are considered. They organize events, workshops, and seminars that promote personal and academic development. These activities enrich students' experiences beyond the classroom. Student councils facilitate community-building activities and foster a sense of belonging among students. This helps in reducing isolation and enhancing the overall campus experience. They advocate for improved facilities, academic resources, and student services, making sure that the institution meets the evolving needs of its students. Student councils often run or collaborate with support services, such as counselling and career guidance, to address students' emotional and professional needs. They work towards creating an inclusive campus by

organizing awareness campaigns, workshops, and events that celebrate diversity and combat discrimination. In essence, the student council plays a proactive role in enhancing the quality of campus life and ensuring that the institution prioritizes students' welfare and development.

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

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

Nil

File Description	Documents
Data as per Data Template	[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	[View File](#)

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, whether registered or not, play a pivotal role in the development of educational institutions. Firstly, alumni associations foster a strong sense of community and connection among former students and the institution. This alumni network can be leveraged for mentorship programs, career guidance,

and even fundraising efforts. Alumni, who have excelled in various fields, can provide valuable insights and support to current students, enhancing their overall educational experience.

Secondly, alumni 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.

Alumni associations, whether registered or not, are instrumental in building a strong alumni network and contribute significantly to the development and growth of educational institutions.

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

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

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

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

1

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	**No File Uploaded**

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

Alumni often return to the institution to provide valuable guidance and to current students. They share their experiences, career insights, and offer advice on academic and professional paths, motivating students to excel. These initiatives not only nurture special talents but also motivate students to strive for excellence.

Alumni provide access to an extensive network of professionals and experts in various fields. This network can be leveraged for internships, job placements, and collaborative projects, enhancing students' skills and prospects.

Alumni often conduct guest lectures, workshops, and seminars, exposing students to real-world experiences and cutting-edge

knowledge, thereby nurturing their talents.

Alumni Associations may recognize outstanding achievements of students, encouraging them to continue excelling in their respective areas of talent. Alumni Association plays a multifaceted role in motivating, nurturing, and recognizing special talents among students, fostering a stronger and more vibrant educational community.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Sri Sarvajna College of Education, an affiliated college to Bangalore University and it is an aided college imparting the best education in the field of Teacher's Education. To create professionally sound and ethically strong teachers, develop into highly skilled human resource. In the beginning of the academic year the institution constitutes different committees from time to time duly constituted by the resolution of meeting chaired by Principal. With complete autonomy the committees are functioning and supporting in the administrative affairs of the institution to realize its vision. Such committees' are- Admission and selection committee, Finance and Infrastructure committee, Examination committee, library management Committee, sports committee, Cultural and literary committee, and Field exposure and Community participation committee etc., are formed to deliver maximum efforts for smoothly organizing students' activity in scholastic and co-scholastic areas. The office personnel are wholeheartedly involved in the activities of these committees with representatives of the student union of the academic year, offering quality education in the process of meeting the vision and mission of the institution

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

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

Institution practices decentralization and participative management Response: Decentralized and participative management exists in the institution from policy making bodies.

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 Institutions in all areas of decision making process. Administration is the backbone of the Institution. Institution firmly believes to provide quality education to the society.

The whole process is transparent and known by everyone in the institution. It is either mobilizing the resources to the institution or baring the expenditure done by the different committees and councils with a prior appraisal and approval of the management and the principal. IQAC is proactive and coordinating in achieving transparency in the institution.

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.

Every project in our college is maintained transparently by recording the minutes of highlights of all meetings as per the norms of NCTE and Bangalore University. As per NCTE rules and procedures the faculty appointments and finalized list are submitted to the Parent University and concerned departments and commission for verification. Among them mainly funding, grant utilization certificates, clearance certificates, scholarships linked with e-pass, audits are all done. Reliability and accountability in online or offline mode of examinations, planning of college almanac in academic interest, orientation, utilization of infrastructure and periodic staff meeting, regular staff diaries are monitored.

We have been able to better manage extension services and partnerships with NGOs, special schools and other organizations for improvement of teachers' capabilities, capacity building, utilization of resources, technological advancements.

Introduce innovation in partnership with NGOs such as IT for change to improve our college curriculum and its certificates are transparent to the quality of our course

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
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

Since March 2020,due to covid-19 there was not only a lockdown for

a longer period but also an online session going on there was no scope for any strategic plan and deployment.

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

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

The Principal is guided by the management in various aspects. Appointment of the staffs on permanent basis will be made as per the Government policies. The management has its own procedure for the appointment of staff on a temporary basis and it also has framed its own service rules. Following are the procedure and service rules followed for the appointment of staff

Due to Covid -19 there was no policy implemented.

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	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

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

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

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.

Statutory bodies have been created to formulate quality standards at IQAC level keeping in mind the future challenges of our college and keeping in view the educational challenges, state/national goals and institutional vision and mission. We have a UG curriculum and the major change in its management is that the College Board at various levels may decide on the procedures to be adopted on a case-by-case basis, keeping in mind the regulations and UGC guidelines, state directives and university recommendations.

The modus operandi of offline and online classes was planned quite systematically in case of unforeseen, undesired covid situations.

Keeping in view the future vision of the students in Covid situations, teaching-learning was conducted in our college in collaboration with IT for Change NGO using Webinar (BBB), Zoom, Google Classroom as per the need in which the role of the management board was important. This prevented students from being deprived of learning.

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

6.3 - Faculty Empowerment Strategies

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

1. **Financial Assistance: The institution offers financial support for staff facing emergencies or unexpected hardships,**
2. **Professional Development: Regular training and workshops are organized to enhance the skills and knowledge of both teaching and non-teaching staff.**
3. **Work-Life Balance: Flexible working hours, leave policies, and provisions for childcare ensure a healthy work-life balance.**
4. **Recreational Facilities: Recreational clubs, sports facilities, and cultural events are organized to promote relaxation and team building..**

5. **Implementation of these measures is monitored closely. Regular feedback sessions and surveys are conducted to gauge staff satisfaction and make necessary improvements. The institution's commitment to employee welfare not only fosters a positive work environment but also enhances productivity and retention rates.**

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File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	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.

5

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

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

6

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

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

All qualified teaching staff including the Principal of the College shall be allowed to participate actively in matters relating to examinations and results. The staff will be provided opportunity to participate in question paper preparation activities in a trusted confidential manner and participate in periodic meeting discussions with the Controller of Examinations and Examination Assistants to gain expertise. So that they are able to effectively manage internal and external evaluation by performance. And the self-evaluation report is also helpful for the faculty to prepare as per UGC norms. The performance of each staff member is evaluated annually as per established criteria after completion of each year of service. Not only can their performance be evaluated objectively, but the success of any institution depends on the quality of its teaching. It is teaching and non-teaching staff. Through performance appraisal our institute assesses the capacity of its faculty and helps them perform their duties more effectively. Evaluation reports are feedback to faculty and provide insight into their further

development and help them identify ways to improve their knowledge and skills. Annual performance appraisal organization has a format and the finalappraisal report is prepared after analysis of this data.

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 college has a separate audit section which caters to the day to day expenses and billing using Tally software. The financial assistance given to the college for the financial year will be accounted by the audit section. At the end of the financial year, we will submit the account details to the charted accountant appointed by the society and collect the audit report. The collected audit report will be cross verified once. If there are any objections or doubts, the principal, the auditsection of the college, and the Charted Accountant sit together to resolve the objections.

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

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

Nil

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

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

Assessment of Financial Needs: Begin by assessing the organization's financial requirements for various activities and projects. This involves forecasting expenses and identifying sources of income.

Diversification of Funding Sources: Seek funding from a mix of sources, including government grants, donations, investments, loans, and revenue generation from services or products. Diversification reduces dependency on a single source.

Strategic Planning: Develop a strategic financial plan that outlines short-term and long-term goals, financial objectives, and a timeline for achieving them. This plan serves as a roadmap for fund allocation.

Fundraising Initiatives: Implement fundraising campaigns, events, and activities to attract donors, investors, and sponsors. Utilize digital platforms and social media for wider reach.

Financial Management: Maintain meticulous financial records, budgeting, and tracking of expenses. Allocate funds judiciously to prioritize core activities and projects that align with the institution's mission.

Monitoring and Evaluation: Regularly monitor financial

performance, comparing actual results to the budget. Make necessary adjustments to optimize resource allocation.

Transparency and Accountability: Communicate financial information transparently to stakeholders and donors, demonstrating responsible resource management..

By adhering to these steps, institutions can mobilize funds effectively and ensure their optimal utilization, contributing to sustainable growth and mission fulfillment.

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

Establishment of IQAC: The institution established an IQAC comprising experienced faculty members and administrative staff responsible for overseeing quality assurance activities.

Self-Assessment: IQAC initiates a comprehensive self-assessment process where various aspects of the institution, including curriculum, teaching methods, infrastructure, and governance, are evaluated against predefined quality parameters.

Criteria and Benchmarks: IQAC sets specific quality criteria and benchmarks in consultation with stakeholders, aligning them with national and international standards to ensure excellence.

Data Collection: Data is collected through surveys, feedback from students, faculty, and stakeholders, as well as academic performance metrics.

Analysis and Action Plans: IQAC analyzes the data, identifies areas of improvement, and formulates action plans to address deficiencies. It encourages continuous improvement through workshops, training, and faculty development programs.

Monitoring and Review: Regular monitoring and review of action plans are conducted to track progress and make necessary adjustments.

Documentation: The IQAC maintains comprehensive records of its activities, findings, and outcomes to demonstrate its commitment to quality assurance.

Through these processes, the institution has successfully institutionalized quality assurance strategies, leading to continuous improvement and the delivery of high-quality education and services.

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

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

1. **IQAC collects data related to teaching methodologies, course materials, student feedback, faculty evaluations, and academic outcomes.**
2. **Analysis: The collected data is thoroughly analyzed to identify strengths and weaknesses in the teaching-learning process. This includes assessing the effectiveness of various pedagogical methods and their impact on student learning.**
3. **Stakeholder Involvement: Input from various stakeholders, including faculty, students, and administrative staff, is sought to gain diverse perspectives on the teaching-learning experience.**
4. **Benchmarking: The institution compares its teaching-learning practices with industry best practices and benchmarks to ensure alignment with global standards.**
5. **Action Planning: Based on the analysis and stakeholder feedback, action plans are developed to address identified areas for improvement. These plans may include faculty development programs, curriculum enhancements, or changes in assessment methods.**
6. **Monitoring and Review: IQAC continuously monitors the**

implementation of action plans and periodically reviews
their effectiveness.

7. Documentation: The entire process, including data, analysis,
action plans, and outcomes, is documented for transparency
and accountability.

This cyclical process ensures that the institution maintains high-
quality teaching and learning standards, promoting continuous
improvement and academic excellence.

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

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

10

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

File Description	Documents
Data as per Data Template	**No File Uploaded**
Link to the minutes of the meeting of IQAC	http://sarvajna.org/wp-content/uploads/2024/06/Minutes-of-IQAC-Meeting-2020-21.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://sarvajna.org/iqac/
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	**No File Uploaded**

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

In the academic domain, our institution implemented a series of curriculum enhancements during the first cycle of quality assurance initiativess. In this approach, students were provided with pre-recorded lectures and reading materials before class, allowing in-person sessions to focus on active learning, discussions, and problem-solving. This change resulted in increased student engagement and deeper understanding of course content..

Additionally, the institution introduced a Learning Management System (LMS) upgrade, which streamlined course materials distribution and submission processes. This upgrade significantly improved the efficiency of academic operations, reducing administrative overhead and allowing faculty members to focus more on teaching and research..

Example 2: Administrative Domain - Digital Records Management

Within the administrative domain, the institution made notable strides in digital records management during the first cycle of quality assurance initiatives. Previously reliant on paper-based systems, the institution transitioned to a robust digital records management platform. This shift not only reduced the institution's carbon footprint but also enhanced efficiency and accessibility.

One specific achievement was the implementation of an electronic document approval system, which streamlined bureaucratic processes significantly. Faculty and staff members could now electronically submit and track administrative documents, such as purchase requisitions and leave requests.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Sri Sarvajna College of Education has a vision is to create professionally sound and ethically strong teachers, who develop into highly skilled human resource. This inherently indicates institution's hidden energy policy apart from other important things. The institution attempts to streamline its ways of energy conservation in its campus. The institution stresses its staff and students to follow ethical practices in conserving the energy in the campus. Staff switch on lights and fans in their chambers only when needed. During the broad daylight, the staff and students do not make use of lights. When they leave the chambers/classrooms/labs, they switch off the lights. During Covid-19 Pandemic during the years 2020 and 2021, the institution conducted classes mainly through online platforms and paper work from students were minimized. When offline classes were permitted, the institution took care to see it to that everyone at the campus

are involved active energy conservation.

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

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

Sri Sarvajna College of Education has taken a keen interest and action towards waste management in its campus. Staff and students segregate their waste mainly into biodegradable and non-biodegradable waste before disposing off. Two separate bins were maintained in the campus and there are ayahs who around the clock ensured the segregation of waste and its proper disposal. The segregated waste in the campus was dedicatedly disposed of to the BBMP vehicles. The institution significantly minimizes usage of single use plastic in its campus. For the events and occasions, instead of flexis, cloth banners were employed. The seminar, practical activities and other activities reports were insisted to be written on both sides of the paper in order 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	**Four 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	**Three 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 waste management practices of Sri Sarvajna College of Education mainly included segregation of waste mainly into biodegradable and non-biodegradable waste. When offline classes were permitted in the midst of Covid-19 Pandemic, the institution ensured that its staff and students were aware of genesis of waste, its segregation and disposing off. There were high restrictions on using of single use plastic in the campus. Staff and students were constantly ensured to minimize the usage of plastic. The seminar, practical activities and other activities reports were insisted to be written on both sides of the paper in order avoid paper wastage. Students and staff sincerely dispose biodegradable and non-biodegradable waste into the two separate

bins. The segregated waste in the campus is dedicatedly disposed of to the BBMP vehicles.

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	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

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	No File Uploaded

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and

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

The institution made sincere efforts in leveraging the local environment, local community knowledge, human and field resources for its curricular and co-curricular activities. When offline classes were permitted in the aftermath of Covid-19 Pandemic, the institution for most of its events, invited the local experts as chief guest, resource person etc. The institution has collaborated local NGO 'IT for Change' Bangalore for training its staff and students in 'Integrating Technology in Teaching and Learning' during Covid-19 Pandemic. The institution took up measures to sensitize the local vendors in not giving plastic bags for their customers to carry fruits, vegetables and food. During community living camp, an awareness drive was taken up in rural areas to drive a point on environmental conservation.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
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	No File Uploaded
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

PRACTICE 1

Sri Sarvajna College of Education in collaboration with IT for Change oriented and trained its faculty members to use MOODLE-LMS to cope up with online classroom teaching-learning process during Covid-19 Pandemic. Later on, students were trained on integration of ICT in their learning

PRACTICE 2

Sri Sarvajna College of Education in collaboration with IT for Change specially designed a course on ICT tools. This course was organized from May to August 2020. The course made students to explore various innovative ICT tools like Concept Mapping, GeoGebra, Phet, Audacity, Kazam, Creation of OER (Open Educational RESOURCS).

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

The institution has the following aspect in its vision i.e., To create professionally sound and ethically strong teachers, who develop into highly skilled human resource. In pursuance of this vision, the institution has taken up multifarious initiatives and given adequate performance. The institution has meticulously followed NCTE prescribed B.Ed. programme in spirit even during the most testing times Covid-19 Pandemic. All the theory papers were taught by expert teachers by making use of technology during online mode of teaching. The internship programme was sensibly organized. Pre-internship was organized through online mode. School internship in later stages, was organized at selective practice in teaching schools. This helped students formidable practical exposure to the actual school life and post-internship enabled them to understand the disadvantageous people, children and take up community service. Community living camp was organized to make the students more humane in their day today life. Principal, teaching and non-staff were served as role model to the students in terms of their personality, communication and work ethics. All the events inside and outside the college was organized with good planning by involving everyone. The collaboration with IT for Change, Bengaluru has helped the institution to make use of technology efficiently in teaching learning process during Covid-19 Pandemic and it has also helped institution's human resources to further strengthen their professional competencies.

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