



YEARLY STATUS REPORT - 2021-2022

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:	9481824348	
• Registered e-mail ID (Principal)	office.sarvajna@gmail.com	
• Alternate Email ID	sssce6@gamil.com	
• Address	# 7&8, 14th Cross, M C Layout, Vijayanagar,	
• City/Town	Bengaluru	
• State/UT	Karnataka	
• Pin Code	560040	
2.Institutional status		
• Teacher Education/ Special Education/Physical Education:	Teacher Education	
• Type of Institution	Co-education	
• Location	Urban	

• Financial Status	Grants-in aid				
• Name of the Affiliating University	Bangalore University				
• Name of the IQAC Co-ordinator/Director	Dr Umashree D K				
• Phone No.	9481824348				
• 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	http://www.sarvajna.org				
• Web-link of the AQAR: (Previous Academic Year)	https://sarvajna.org/wp-content/uploads/2024/06/SSCE-AQAR-2020-21.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	http://sarvajna.org/wp-content/uploads/2024/05/Calendar-of-Events-2021-23.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.4	2013	04/01/2013	04/01/2018
6.Date of Establishment of IQAC			20/02/2010		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
0	0	0	Nil	0	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		

<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	1
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	No
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	View File
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> • If yes, mention the amount 	
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
<p>-Organised ICT Integration in Teaching learning course - Introduction of MOODLE LMS and its application to teaching-learning</p> <p>-Opportunity to explore subject tools - Geogebra,,Phet, 5HP,concept mapping tools- freeplane, Mimind,Stellarium, Marble , -Introduction to e testing tools- Google forms,Testmoz, Hot Potatoes, mintimeter</p> <p>-Conducted National Level Techno pedagogy Literacy workshop Awareness programmes at the community regardarding</p>	
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
Yoga for wellness Programme	Conducted Orientation and practice of Yoga on International Yoga day-21-06-2021
Orientation on digital valuation	organised orientation on digital Valuation for the faculty and principals of B,Ed Colleges Bangalore University on27-0602021

Mental health and coping with stress during COVID-19	Organised Mental health and coping with stress during COVID-19 on 29-9-21
National level workshop on teaching Pedagogy Literacy	National level workshop on teaching Pedagogy Literacy on 3/6/22 to 4/6/22
Guru chinthana program by Sapthami trust	Guru chintana program by sapthami trust- 25/5/22
Initiation and Induction Programme	Organised Initiation day on 29-3-21 and followed by three days there was induction Programme to introduce student teachers to B.Ed programme
Workshop on Teaching Skills for School Teachers	Orfganised two days Workshop on Teaching Skills for School Teachers on 20-4-2022 & 21-04-2022
Workshop on Softskills by Anand Ram	Organised Workshop on Soft skills by Anand Ram on 2-04-2022
Field Visit	Field Visit to Visvesvaraya Indurstrial and Technological Museum and Venkatapa Art gallery o 02-03-2022
Vishwa Manava divas	Observed Vishwa Manava divas on 29/2/22 on the account of Kuvempu Birthday
SavithraBai Phule Birthday	Celebrated Savithri Bai Phule Birthday on 03-01-202 to instill the challeges faced by the first woment teacher
International women's Day	Conducted gender sensitization on the eve of International Women's Day 8-03-2022
13.Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> Name of the statutory body 	

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

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2021	04/03/2022

15. Multidisciplinary / interdisciplinary

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. The institution offers flexible and innovative curricula that incorporate environmental education, and values-based education. The institution's plan for a multidisciplinary flexible curriculum allows students to accommodate diverse learning paths. The institution is committed to promoting multidisciplinary research to address society's pressing challenges. The institution has already initiated several good practices to promote multidisciplinary and interdisciplinary approaches. The institution organizes seminars and workshops that encourage faculty and students to explore interdisciplinary themes.

16. Academic bank of credits (ABC):

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

17. Skill development:

The pedagogical skills orientation and practice provided in the college are intended to develop student teacher into efficient teacher with required skills. 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 along with the regular emphasis on Internship programme to make students more employable and professional. NEP 2020 encourages continuous learning and upskilling for teachers. Teacher training colleges can establish

robust continuous development programs that provide ongoing training and support for educators throughout their careers.

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

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. our institute even though offers courses in English language but alongside English, the instruction in Kannada is given to help a major group of students who are student teachers of 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.

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

Outcome Based Education is an educational approach that focuses on defining specific learning outcomes for students and then designing curriculum, instruction and then designing curriculum, instruction, and assessment around those outcomes. This approach has gained prominence in various fields of education, including teacher education programmes. All the courses in B.Ed programme have a set of predetermined objectives. which will be made known to student teachers at the beginning of the academic year by the respective teacher educators. Not only academic activities will have a set of objectives but cocurricular activities also will be made objective and outcomes assessed by set criteria developed by the institution. After conducting each activity the outcomes were assessed and reflected upon them both by teachers and student teacher educators.

20.Distance education/online education:

The National Education Policy (NEP) 2020 in India brought significant changes to the education system, including teacher education programs like B.Ed (Bachelor of Education). The NEP 2020 emphasizes the use of technology and online education to improve the quality and accessibility of teacher training programs. It recognizes the importance of using technology to offer B.Ed programs in flexible and innovative ways, including online and distance education. NEP 2020 supports a blended learning approach, which combines traditional classroom teaching with online and distance learning components. This allows student teachers to access content and resources online while still benefiting from face-to-face interactions in certain aspects of their training. Our institution provides ample

Extended Profile

1.Student

2.1	46
Number of students on roll during the year	
File Description	Documents
Data Template	View File
2.2	50
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	25
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	50
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	50
File Description	Documents
Data Template	View File
2.6	46
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	5
4.2 Total number of computers on campus for academic purposes	34

3.Teacher

5.1 Number of full-time teachers during the year:	7
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File Description	Documents
Data Template	View File
Data Template	View File

5.2 Number of sanctioned posts for the year:	1
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Part B**CURRICULAR ASPECTS****1.1 - Curriculum Planning**

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

In the start of the academic year, the teachers made 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 two months school internship programme helped the students to gradually

develop self confidence in their teaching abilities.

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

C. Any 3 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

B. Any 3 of the Above

Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	Nil
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	Nil

1.2.2 - Number of value-added courses offered during the year	
01	
1.2.2.1 - Number of value-added courses offered during the year	
01	
File Description	Documents
Data as per Data Template	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	
30	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
30	
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	

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

4

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

4

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 throughonline 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

Nil

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

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

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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	View File

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

46

2.1.1.1 - Number of students enrolled during the year

46

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

25

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

16

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

01

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

01

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.

Assessment of students' achievement at the entry-level is done by planning and conducting a content enrichment programme in their respective content area.

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

Six/Five of the above

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

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left

Three of the above

to the judgment of the individual teacher/s
Whenever need arises due to student diversity

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

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.

Nil

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

06

File Description	Documents
Data as per Data Template	View File
Link to LMS	Nil
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

98

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	No File Uploaded
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 teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

Five/Six of the above

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	Nil
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

Nil

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

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

Five/Six 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 conducted related to recent developments in education with video graphic support, wherever possible	No File Uploaded
Any other relevant information	View File

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

Case 1: The institution in collaboration with IT for Change, Bengaluru organized training for students in making use of ICT tools in their teaching. The students were encouraged to use ICT tools in their teaching. Students were provided with the opportunity for ICT mediated lesson during pre-internship. Students were encouraged to prepare and use PowerPoint Presentation during their seminar presentation. Students were trained to use ICT tools for electronic evaluation. Opportunities were given for students to select and use ICT resource during their school internship. Students were guided to use ICT in practical examination, collect data through Google Forms during community based project during post-internship. **Case 2:** Teachers used innovative methods in their teaching while interacting with students. Teachers used 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. Students were given many opportunities to try out with new ideas in teaching during their school internship. They were taken to special schools and orphanage centers in order to develop empathy and other life skills. Through action research, students were encouraged to develop creativity, intellectual and thinking skills, problem solving skills, decision making etc. Excursion and local visits were organized in order to develop patience, understanding others etc.

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

2.4 - Competency and Skill Development

<p>2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)</p>	<p>Five/Six of the above</p>										
<table border="1"> <thead> <tr> <th data-bbox="86 651 550 712">File Description</th> <th data-bbox="550 651 1471 712">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 712 550 779">Data as per Data Template</td> <td data-bbox="550 712 1471 779">View File</td> </tr> <tr> <td data-bbox="86 779 550 884">Documentary evidence in support of the selected response/s</td> <td data-bbox="550 779 1471 884">View File</td> </tr> <tr> <td data-bbox="86 884 550 990">Reports of activities with video graphic support wherever possibl</td> <td data-bbox="550 884 1471 990">No File Uploaded</td> </tr> <tr> <td data-bbox="86 990 550 1057">Any other relevant information</td> <td data-bbox="550 990 1471 1057">View File</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Documentary evidence in support of the selected response/s	View File	Reports of activities with video graphic support wherever possibl	No File Uploaded	Any other relevant information	View File	
File Description	Documents										
Data as per Data Template	View File										
Documentary evidence in support of the selected response/s	View File										
Reports of activities with video graphic support wherever possibl	No File Uploaded										
Any other relevant information	View File										
<p>2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement</p>	<p>Six/Seven of the above</p>										

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

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback

Two 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

Three 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

Three of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	No File Uploaded
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

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

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

Four 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

Following schools were selected for school internship and post-internship activities. They included BBMP High School, Vidyaranyanagara, Bengaluru; BBMP High School, Byraveshwaranagara, Bengaluru; BBMP High School, Chamarajpet, Bengaluru; Raghavendra School, Kamakshipalya, Bengaluru. The concerned internship in charge has oriented the school principal and teachers about the modalities of school internship. Students were adequately oriented and trained on preparation of lesson plans, achievement test, conducting of co-curricular activities, carrying out action research, trying out of innovation teaching, selection and preparation of teaching aids etc. A series of demonstrations in each method of teaching were organized to understand and practice the teaching for 40 minutes in schools.

Also, the institution has refreshed its faculty on assessing students school internship through structured observation schedule and feedback. Students were also guided to organize curricular and co-curricular activities in schools, assist principal and teachers in administrative work etc.

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

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

2.4.9.1 - Number of final year students during the academic year

50

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

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

Seven/Eight of the above

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

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

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

File Description	Documents
Documentary evidence in support of the response	No File Uploaded
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)

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

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

Five of the above

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

2.5 - Teacher Profile and Quality

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

6

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

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

7

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

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

7

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

7

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

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

Teachers have put efforts to keep themselves updated through various means. They all have taken keen interest in either taking up courses, attending professional endeavours and undertaking of research for professional development. They also attended many seminars, conferences, workshops, training, webinars etc. on various themes in educational field. Teachers had inhouse discussions on NEP - 2020, learning theories, learning styles, innovative methods of teaching etc. On several occasions, teachers have discussed the trending issues such as transgender issues, adolescent students, climate change 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	No File Uploaded

2.6 - Evaluation Process

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

The institution followed the continuous internal evaluation mechanism as mandated by the Bangalore University, Bengaluru, Karnataka. There was continuous internal evaluation throughout B.Ed. Programme. In all the semesters, seminars, practical activities and internal assessment tests were conducted. In addition, continuous internal evaluation particularly in third semester 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	No File Uploaded
Any other relevant information	No File Uploaded

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

Four of the above

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	No File Uploaded

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

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

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

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

The institution follows the academic calendar on the lines of the Bangalore University for the smooth conduct of internal evaluation. Internal evaluation apart from regular internal test, seminars and

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

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	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.

Institution's teaching and learning process was 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 involved student and activity centered and community centered teaching learning process. It gave requisite priority to blend both indoor and outdoor activities to achieve the intended learning outcomes. The institution took up adequate measures to give due weightage to both curricular and co-curricular activities in order to develop the all-round capabilities among students as budding teachers. All the academic activities in all four semesters were followed in spirit to achieve the intended objectives of B.Ed. programmes.

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

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	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 mentoring mechanism followed in the institution helped to keep track of students learning and development as future teachers in line with stipulated PLOs and CLOs. There were two mentoring sessions in a week wherein each individual teacher met his/her group of students to know their learning needs, grievances (in connection with classroom, learning difficulties, peer pressure, family issues, teaching skills etc.) and any other. Teachers put wholehearted efforts in meeting the expected needs of their students and the same is documented in mentoring 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 start of the academic year, the teachers made 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 two months school internship programme helped the students to gradually develop self confidence in their teaching abilities.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

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

Three 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	No File Uploaded
E-copies of outer jacket/contents page of the journals in which articles are published	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

3.3 - Outreach Activities

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

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

6

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

10

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

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

98

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

98

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	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.

Nil

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	View File

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

0

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

3.4 - Collaboration and Linkages

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

4

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

4

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

03

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

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

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	No File Uploaded
Any other relevant information	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 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	https://sarvajna.org/campus-facilities/
Any other relevant information	No File Uploaded

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

4.5

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.

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	View File

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.

We have different perspective and pedagogical subjects of encyclopedia Britannica books in our library. Our library is multipurpose which helps the students and students and they are making adequate use of it. This improves their intellectual way of thinking. We have encyclopedias, magazines, books on the subject of various points of view so that the student can borrow the books he needs and make good use of them. Students and teachers are free to borrow and read and adequate information is being maintained.

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 for their academic growth and 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

Two of the above

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

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

Nil

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	View File

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

30

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

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

Three of the above

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

4.3 - ICT Infrastructure

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

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

them.

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 and through (BBB) bigbluebutton it helped to take online classes during the pandemic period.

In 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.

In the Computer Lab software available are;

- LibreOffice Writer
- LibreOffice impress
- Libreoffice Calc
- Libreoffice Math
- Geo Gebra

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	View File

4.3.2 - Student – Computer ratio during the academic year

1:2

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
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File Description	Documents
Receipt for connection indicating bandwidth	No File Uploaded
Bill for any one month during the academic year indicating internet connection plan, speed and bandwidth	No File Uploaded
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	Three of the above
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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/pXPOy7kLEpw?si=6F3ab-Hwvm5hyste
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)

2

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

File Description	Documents
Appropriate link(s) on the institutional website	https://sarvajna.org/
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects

Three of the above

<p>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</p>	
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p>View File</p>
<p>Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</p>	<p>View File</p>
<p>Sample feedback sheets from the students participating in each of the initiative</p>	<p>No File Uploaded</p>
<p>Photographs with date and caption for each initiative</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>View File</p>
<p>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</p>	<p>Five/Six of the above</p>
<p>File Description</p>	<p>Documents</p>
<p>Geo-tagged photographs</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>View File</p>
<p>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</p>	<p>C. Any 2 of the above</p>

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	No File Uploaded
Any other relevant information	No File Uploaded

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

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	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	No File Uploaded

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

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

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)

31

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

5.3 - Student Participation and Activities

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

Members of the Student Activity Centre serve as the representatives of the student body, acting as a bridge between students and the administration. Their primary role is to convey the concerns and ideas of their peers to the university's leadership. By actively participating in decision-making processes, they ensure that students' viewpoints are taken into consideration.

Furthermore, all members take the lead in organizing various events, workshops, and seminars aimed at fostering personal and academic growth. These activities extend beyond traditional classroom education, enriching the overall student experience.

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

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

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

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

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

10

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

5.4 - Alumni Engagement

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

Alumni associations, 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	View File

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

Three/Four of the above

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	View File
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	No File Uploaded
Any other relevant information	No File Uploaded

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

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

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

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

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

File Description	Documents
Documentary evidence in support of the claim	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's are wholeheartedly involved in the activities of these committees with representatives of student union of the academic year, offer quality education in the process of meeting the vision and mission of the institution.

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

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

The institution believes in decentralization of all of its actions and activities with a network and involvement of members of all committees of the institution. It's the best example for the decentralization of the Management of the institution. In the beginning of the academic year most of the committees are reconstituted based on its institutional resolutions. None of them will interfere and influence in the admission, requirement of teaching and nonteaching, principals actions and decisions in academic and administrative affairs of the institution, and acts of different committees. 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. IQUAC 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	No File Uploaded

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

Every project in our college is maintained transparent 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	No File Uploaded

6.2 - Strategy Development and Deployment

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

One activity successfully implemented based on the institutional strategic plan during the year was the expansion of online learning resources and support services. The deployment strategy involved a multi-faceted approach:

1. **Needs Assessment:** The institution conducted a thorough needs assessment to identify gaps in online learning resources and support services, considering feedback from students and faculty.
2. **Resource Allocation:** Based on the assessment, a budget was allocated to develop and improve online learning infrastructure, including investing in technology upgrades, content development, and staff training.
3. **Collaboration:** Cross-departmental collaboration was encouraged, bringing together IT teams, instructional designers, and faculty members to collectively enhance the

online learning experience.

4. **Communication Plan:** A robust communication plan was executed to inform students and faculty about the new resources and support services, with regular updates through email, the institution's website, and social media channels.
5. **Monitoring and Feedback:** Continuous monitoring and feedback mechanisms were put in place to gauge the effectiveness of the deployed resources and services. Adjustments were made based on this feedback.

As a result, students and faculty enjoyed online learning experience, leading to increased engagement and better outcomes, aligning with the institutional strategic plan's goals for enhancing the quality of education delivery

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.

Policies serve as guiding principles, outlining the organization's objectives and strategies. Administrative structures are designed to streamline decision-making processes and ensure the

delegation of responsibilities. Appointment procedures are based on merit, often involving rigorous selection processes, to ensure qualified individuals assume key positions. Service rules establish standards for conduct and performance.

Furthermore, procedural frameworks are established to facilitate the execution of tasks systematically and with precision. Regular evaluations and audits are conducted to monitor performance and identify areas for improvement. Overall, the functioning of institutional bodies is marked by a commitment to efficiency, effectiveness, and adherence to established protocols, resulting in the achievement of their intended goals and objectives

File Description	Documents
Link to organogram on the institutional website	Nil
Documentary evidence in support of the claim	View File
Any other relevant information	View File

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

Five/Six 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	View File
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.

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	View File
Action taken report with seal and signature of the Principal	View File
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. Healthcare Benefits:** Staff members have access to a robust healthcare plan that covers medical expenses for themselves and their immediate family.
- 2. Financial Assistance:** The institution offers financial support for staff facing emergencies or unexpected hardships, including loans and grants.
- 3. Professional Development:** Regular training and workshops are organized to enhance the skills and knowledge of both teaching and non-teaching staff.
- 4. Work-Life Balance:** Flexible working hours, leave policies, and provisions for childcare ensure a healthy work-life balance.
- 5. Recreational Facilities:** Recreational clubs, sports facilities, and cultural events are organized to promote relaxation and team building.
- 6. Retirement Benefits:** Pension plans and retirement funds provide financial security to staff post-retirement.
- 7. 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.

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	No File Uploaded

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

Nil

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

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

5

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

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

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. It depends on standardized evaluation criteria that emphasize on multiple areas of teacher behavior. The rubric adopted by the institute as norms is teacher behavior, professional competence, research contributions, publications, curriculum design abilities, modeling certificate courses, innovative methods, seminars/webinars/conferences (attended/conducted), Encourages participation in national and international level etc.

success of any institution depends on the quality of its teaching. It is teaching and non-teaching staff. Both personnel are the backbone of the organization. It is believed that the organization cannot achieve its goals without their support.

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 final appraisal 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

Every business of our college is conducted fairly objectively and every business is handled in an appropriate manner. Accordingly the college conducts internal and external financial audits annually. Bangalore University Higher Education Team in this regard. and conducted by the Chartered Accountants of the firm. And bills and vouchers for every business of the college are kept in the college. Internal audit is done by the Board of Directors by checking the necessary departmental authorities. Every year the Principal discusses with the finance related team through review. In this case the cashier manages the cashbook, receipt, bills and vouchers. It is reviewed by an internal team of auditors.

These practices avoid problems related to the risks associated with unauthorized payments, while auditors (Chartered Accountants) review financial records and form a review opinion on the college's financial condition. The organization conducts internal and external audits regularly. External audits are done semi-annually and annually. Then the budget for the academic year is bound to be

placed before the Governing Body. The Finance Committee designates the budget for the year. This includes infrastructure maintenance, AMC for ICT upgradation, salaries for teaching and non-teaching staff. Individual faculty members document their purchase requirements and submit it to the Principal who presents it to the Finance Committee, reviews the needs and allocates the items that can be purchased within the annual budget limits

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

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

4-6

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

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.

Risk Management: Identify and mitigate financial risks, such as market volatility or unexpected expenses, through contingency planning and reserves.

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

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

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

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

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	View File

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

Nil

File Description	Documents
Data as per Data Template	View File
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

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

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle:

Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

Nil

File Description	Documents
Relevant documentary evidence in support of the claim	View File
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 hidden energy policy. The institution attempts to streamline its ways of energy conservation in its campus. The staff and students are encouraged to follow ethical practices in conserving the energy in the campus. Staff and students switch on lights and fans in their chambers/classes 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. Preference was given making effective use of sunlight and open ventilation in the campus. Some of the activities and events are organized outside the classes by making use of natural sunlight.

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

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

Sri Sarvajna College of Education has a hidden energy policy. The institution attempts to streamline its ways of energy conservation in its campus. The staff and students are encouraged to follow ethical practices in conserving the energy in the campus. Staff and

students switch on lights and fans in their chambers/classes 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. Preference was given making effective use of sunlight and open ventilation in the campus. Some of the activities and events are organized outside the classes by making use of natural sunlight.

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

All 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

All the efforts were taken up towards maintenance of cleanliness and hygienic conditions in the campus. The staff and students were issued advisory in ensuring the cleanliness in the campus. Waste generated was properly disposed off as biodegradable and non-biodegradable into the bins. A loyal team of ayahs existed to frequently clean the campus, classrooms, benches, washrooms and maintained hygiene in them. Students were advised to make use of public transportation as much possible. Students whose houses are nearby were encouraged to come to college by making use of their bicycles or by walk. Plastic use was restricted and paper waste was minimized. Students were sensitized and made to dispose the waste efficiently. There is a dedicated space for green cover in the campus and a team of ayahs took care for watering and maintenance of green cover.

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

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

Four of the above

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

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

Nil

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

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

The institution has taken up sincere efforts in leveraging the local environment, local community knowledge, human and field resources for its curricular and co-curricular activities. For most of its events, the institution has called the local experts as chief guest, resource person etc. Teachers and students were encouraged to interact with local community to mutually share their thoughts on environmental conservation. The institution conducted an awareness drive in order to sensitize the local vendors in not giving plastic bags for their customers to carry to the fruits, vegetables and food. During this drive, students gave self-made cover made out of waster papers to the local vendors. 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	View File

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 mandates fifteen minutes morning assembly for its students. During morning assembly, apart from news

reading, prayer, importance is also given to the introduction of new words and their meaning by students on rotation on daily basis. All the teachers guide and encourage students to refer Google, Newspapers, Dictionaries etc. to come out with 3 to 4 new words. Care is taken to avoid repetition of words.

PRACTICE 2

Sri Sarvajna College of Education in collaboration with IT for Change, Bengaluru organized two day workshop on Techno Pedagogy Literacy and also three day workshop on ICT integration in Teaching and Learning. Adequate practice was given for the students in using of ICT tools in both their learning and teaching of respective pedagogy subjects.

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 become a center for excellence for lifelong learning, professional development and personal growth of teachers who ultimately become innovative and reflective practitioners in our global technological society. In pursuance of this vision, the institution has collaborated with KSOU, Mysore and IGNOU, Bengaluru in offering two-year B.Ed. through distance mode to the in-service teachers. With this, the institution could reach out many of the in-service teachers and help them to become innovative, updated and reflective in their teaching profession. Not only these, the institution also organizes seminars, workshops and training programmes for school teachers that help them to be updated and competent practitioners.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	View File

