



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SRI SARVAJNA COLLEGE OF EDUCATION

**NO.7 AND 8, 14TH CROSS, M C LAYOUT VIJAYANAGAR, BENGALURU
560040**

<http://sarvajna.org>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Sarvajna College of Education was established in the year 1980. It was a new step in the direction of achieving the goals of the Sri Sarvajna Education Society. The institution got permission from the Government of Karnataka in 1980. It has received permanent recognition from the NCTE and also under UGC-2 (f) & 12(B) and it is affiliated to Bangalore University, Bengaluru. In recognition of its efforts and achievements in the field of teacher education over the years, the Government of Karnataka admitted the college to grant-in-aid in the year 2009. The institution has a demonstration school on the campus. The institution has the reputation for giving quality education and occupies a prominent place in Bangalore University and as well as one of the top-rated institutions in the state of Karnataka. The college has been providing good education to prepare teachers for the present and future society.

The institution is located in the heart of the city, Vijayanagar, Bengaluru.

The institution is functioning from its own premises in a land of one acre. The infrastructure available in the institution is sufficient for the B.Ed programme and is maintained neatly and systematically.

The members of the faculty are qualified and competent with good experience. They practice innovative techniques in the teaching-learning process. The involvement of the members of the community in organizing co-curricular activities of the college is of a high order. The premises of the college have been utilized by the members of the community for organizing social functions.

The Alumni Association has good rapport and support with the institution.

The college caters to the needs of backward-class students, minorities, SC and ST students.

The other extension activities of the college are linkages with Indira Gandhi National Open University (IGNOU) B.Ed programme, MoU with IT for Change and Agasthya International Foundation, NGOs. In addition, the institution also organizes seminars, webinars, workshops and conferences at University, State and National level for the benefit of students and teacher-educators. The college also publishes a newsletter and College Magazine regularly.

Vision

- To create professionally sound and ethically strong teachers, who develop into highly skilled human resources.
- To become a Centre for Excellence for lifelong learning, professional development, and personal growth of teachers who ultimately become innovative and reflective practitioners in our global technological society.

The institution always strives with a vision of preparing student teachers as competent teachers for catering to face the challenges of present society and to address the young minds.

Mission

- To train competent and dedicated professionals equipped with skills required for effective teaching-learning, which will inculcate moral and spiritual values with responsibility and love in the students.
- To provide teachers with holistic and quality school-based teaching-learning experiences by using innovative techniques varied instructional strategies and inter-disciplinary methods including ICT to cope with the competitive world.

In tune, with the vision of the institution, the college facilitates curricular and cocurricular excellence with adequate opportunities for the all-round development of student teachers. The various activities organised throughout the academic year with a mission to provide the best educational services to aspiring student teachers to prepare them as full-fledged teachers who can play a significant role in a highly competent society. To achieve the vision and mission of the institution it has laid down a detailed account of Programme Outcomes, Programme Specific Outcomes, and Course Outcomes based upon the Curriculum of the course.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**Institutional Strength**

- Committed, foresighted, supportive vision driven Management
- Well-qualified, dedicated, workaholic Principal and Faculty
- Efficient leadership and Innovative e-governance
- Decentralisation of administrative work
- Accountability among Administrative and Supportive staff
- Diversified Choice Based Credit System Curriculum
- Well-furnished physical facilities
- Spacious playground and beautiful garden
- Adequate learning resources
- Semi-automated Library Resources
- Enhanced ICT facilities and skill development programmes
- Good rapport with community and local resource centers
- Strengthening faculty and students with Recent and innovative Technical skills
- Initiation and Induction programme to provide a complete bird's eye view of the course and make students get a complete picture of B.Ed Programme
- Holistic perspective Morning Assembly to provide various exposures to student teachers on day to day basis.
- Designing and follow-up on policy matters of the various cells and committees
- Meaningful and effective curriculum transaction.
- Incorporating Innovative Methods of Teaching by the faculty and providing exposure to students
- Intra and Intercollege Literary, Cultural and Sports Competitions to provide opportunities for students to participate and nurture their talents.
- Developing feedback forms and obtaining feedback on various curricular and co-curricular events.
- Systematic internal assessment components - Student Seminars, Practical activities and Internal tests.
- Good Rapport with Internship Schools
- Collaboration with IGNOU, NGOs- IT For Change, Bengaluru and Agasthya International Foundation, Bengaluru
- Strengthening students' Research skills through undertaking Action Research and Community Research

Projects.

- Good track on examination results of student-teachers with many distinctions and University ranks.
- Preparing student teachers for the competitive examinations
- Participation of faculty, non-teaching, students, parents and alumni in various Cells and Committees
- Preparing Student teachers for the Inclusive schools.
- Enhancing students and faculty to develop professional competencies through varied opportunities
- Regular sensitization programmes for students and community on gender discrimination, Health and awareness, Infectious diseases, digital banking and financial literacy, yoga for wellness, value inculcation, reducing screen time and social media time period among children, healthy and sustainable lifestyles.
- Organising regular field visits and educational excursions to explore community resources
- Blended experiences based Community Living Camp

Institutional Weakness

- Lack of emphasis on undertaking Research Projects and Publications
- Building linkages and collaboration with International and National institutes/organizations
- Only State board schools permit student teachers for the school internship programme.
- Confining to the curriculum framed by the university. Hence there is no autonomy for the institution in curriculum designing
- Delay in Career Advancement Scheme due to modified regulations
- Lack of semester breaks for faculty due to over lapping semester's calendar of events

Institutional Opportunity

- Establishing more linkages and collaborations
- Excellent support from the management to plan programmes
- Planning and organizing Faculty Development Programmes
- Enriching the knowledge and skills in various dimensions.
- Encourage faculty to publish research papers in UGC care-listed journals and to undertake research projects
- Developing Online courses and e-content for Swayam and other similar courses
- Utilizing local community resources and extending the resources of the college to community
- Utilizing the various facilities provided by the institution for faculty and students

Institutional Challenge

- Setting up a multidisciplinary B.Ed programme / ITEP in future
- Placing students in reputed institutions for Internship programme
- Strengthening in house presentations
- Organizing international Faculty Development Programme
- Sanctioning Value added courses and Add-on courses from the affiliated University
- Generating funds from contributors
- Increased demands for Science, Mathematics, Social Science of English medium where the institution receives more than 75 percent of students from Kannada medium.

- Developing high-caliber teachers from the average efficiency students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution follows the Bangalore University curriculum, annual plan is prepared at the beginning of the academic year with the support of various stakeholders. Various programmes are undertaken to integrate the curriculum at the local level. Similarly, the student teachers will get an overview of the entire B.Ed. program through the induction, program. They also get detailed information about the subject and various co-curricular activities in which they have to participate and learn in each semester. Different subjects are taught in this programme, student teachers will acquire theoretical and practical knowledge. They also develop values ??such as emotional intelligence, critical thinking, collaborative learning, social values like cooperation, sharing responsibility, dignity of labour and democratic principles. In addition, they acquire knowledge and skills that are conducive to career efficiency. Student teachers learn the function of various Boards of Education through their curriculum and visit various schools to learn about the differences between the Boards. Master technology-based teaching skills that help them to carry out successful teaching in this 21st century school by using science and technology. Therefore, the institution gives topmost priority to prepare competent and professional teachers in accordance with the vision and mission of the institution.

Teaching-learning and Evaluation

The institution has qualified, competent, experienced and creative faculty. It has adequate infrastructure. The faculty use variety of teaching strategies for the papers they teach and different strategies to provide indoor and outdoor learning experiences. They make sincere attempts to understand the learning needs, interests, strengths and weaknesses of student-teachers at the beginning of the academic year. They provide academic support to the student-teachers by conducting orientation on curriculum. It includes curricular and co-curricular activities like talents day, workshop on teaching skills, seminar presentation, practical activities, giving hands-on experience on integration of technology in teaching, learning and evaluation; school internship, review of text books, action research, community-based projects, visit special schools. The institution gives opportunities to the student-teachers to take active part in various curricular and co-curricular activities. They are also given exposure in anchoring, news reading etc. They are trained for community living through the camp and they are taken on educational excursion to help students to understand the purpose of excursion. Structured and meticulous mentoring mechanism is offered by the institution for addressing the needs and problems and for promoting the all-round development of students. The faculty strive to keep themselves updated. After attending professional programmes, they share the details of the programs with the faculty to enrich their knowledge. The institution besides giving due weightage to teaching and learning, gives significant attention to continuous and comprehensive evaluation of student-teachers for their personal and professional development.

Infrastructure and Learning Resources

Physical Facilities: The institution consists of good physical facilities. renovation work is going on to provide extra facilities. The whole look of the face of college is changing. The institution has given high priority for the development of infrastructure. It has well-equipped classrooms, ICT, psychology, science and language labs and a well-stocked library and restrooms.

Library as a Learning Resource: The institute has a good library with more than 11433 books. Magazines, Encyclopedia, Periodicals includes magazines and newspapers. The computer lab also has a system for reading e-books and taking notes. Students are provided with the opportunity to use e-resources through free educational searches. The library is fully functional and students have the facility to borrow books.

ICT Infrastructure: The organization has good ICT lab. There are 34 high-performance computers in the lab. There are computers in offices, classrooms and libraries. By allocating the lab to the students and using OER, PDL (Personal Digital Library) has been created to improve learning.

Maintenance of Campus Infrastructure: The institution has good physical resources for educational purpose it includes library, maintenance of various labs with proper accounting and stock registers. The institution Campus Infrastructure has qualified and well-functioning non-teaching staff to manage. Everyone is accountable as the entire college is under CCTV surveillance.

Student Support and Progression

The college supports the student teachers with personal and career counseling and preparation for many competitive examinations like TET, CTET, CET and other examinations. It helps to develop many skills like communication skill, ICT-based skills apart from academic activities of skill development. Faculty members orient students to understand the procedure of preparing seminar and present research paper during the fourth semester. The faculty of the college provides an opportunity for the student to develop their own E-content with proper guidance and they provide a well-equipped computer laboratory with Wi-Fi connections. Every year the college conducts an Alumni meet to introduce present students, it helps to motivate and keen observation of seniors and they develop confidence among themselves. The college has a mentoring mechanism, students are allotted to each faculty, and they provide all types of guidance for them. Our students are placed in administrative positions, Assistant Teachers, Teacher Educators, and Government Services.

Alumni association members play a pivotal role in curriculum transaction co-scholastic activities, community living camp, inter-collegiate competitions and placement. The college provides many facilities like drinking water with Reverse Osmosis, separate washrooms for women and men, adequate play area, Book bank and first aid. The placement in charge of the college helps the students to be appointed in different types of schools through campus interviews. The college has established Student Council in a democratic manner, with different committees and cells to decentralise work and provide responsibilities for the students and enhance. Multiple learning opportunities to understand the future professional life.

Governance, Leadership and Management

The governance of the institution is characterised by a collaborative and inclusive approach, with a strong emphasis on participatory approach for decision-making. This process of decision-making involves management, the principal, teaching and non-teaching staff, alumni, parents, students and other stakeholders. The stakeholders have a voice in sharing and shaping the institution's policies and programmes, aligning with our vision and mission. The perspective plan of the institution are closely aligned with the vision and mission statements, focusing on continuous improvement and innovation in the teaching-learning process. This involves the planning, execution, and evaluation of various activities through the B.Ed programme, and also reflects the commitment to achieve the institutional goals.

The institution constituted various bodies, cells, and committees. These well-structured administrative and academic bodies, committees, and cells are responsible and accountable for discussing, formulating the plans of action, and executing them with proper decision-making. Different committees and cells are responsible for the smooth functioning of the various tasks of the institution. This is monitored by the IQAC. The Student Activity Centre is responsible for the planning and execution of co-curricular activities throughout the program. The institution maintains complete transparency in financial, academic, and administrative functions to ensure the achievement of its vision and mission by making all stakeholders accountable. IQAC conducts periodic academic audits to maintain quality and sustainability. As a result of all these planned activities and functions, the overall functioning of the institution shows remarkable progress in enhancing, effectiveness of institutional leadership and management.

Institutional Values and Best Practices

The institutions provide education at different levels, will function based on the changing needs and aspirations of the society. Teacher education institutions directly reflect the changing scenarios of society because the students of today will become teachers in future school. Planning and functioning of the teacher education institution need to be more dynamic by upskilling itself through incorporating and utilizing the relevant practices from time to time. Hence along with the prescribed curriculum from the affiliated university, the teacher education institutions also plan to integrate practices that prove to be best in developing skillful, competent and value-based teachers. In this regard, the institution creates a challenging and superior learning atmosphere for curricular and cocurricular events by planning all those feasible activities which emphasise all-round development personalities of student teachers. The values and competencies such as environmental stewardship, sustainable lifestyles, acceptance of challenges, bringing innovation in teaching, learning, and assessment are the course outcomes that were achieved and strengthened through designing best practices. These best practices and institutional values help student teachers to become full-fledged, professionally strong and ethically sound teachers.

Research and Outreach Activities

Conducting Research has been an integral part of teachers education institution for the quality enhancement and professional development of faculty and students.

The institution is providing constant encouragement for its faculty to take research, out of seven faculty we have six Ph.D holders and one faculty is registered for Ph.D programs.

Member of the faculty have published papers and articles on education in Peer Revived Journals. They have also presented and published papers in National and International seminars and conferences.

One of the best practice of the institution is to provide space and motivation for in-house discussion. In this programme faculty prepares and presents papers on recent topic in the field of education and they participate in discussion. This is the most successful programe in the college.

Institution has created an eco-system for implementing innovations by the faculty in their teaching learning process, innovative techniques and ideas are fruitfully used in curricular and co-curricular programme. This helps in large scale transferring of knowledge regarding these innovative initiations to the students. Student-teachers are oriented and guided with various innovative techniques by all faculty, which they incubate and try

out during their school internship.

The institution has encouraged students and provided support system to the faculty to organize various Outreach activities that connect to different segments in the society. They are practice teaching schools, Special, Inclusive and Residential schools, Community through community projects, Jathas during World Environment Day, Health Camps, Voting importance. Activities to highlight National priority programmes like Swachh Bharath Abhiyan, Various Awareness programmes - Gender sensitivity and Yoga. Students are also given experiences and exposures to influencing and sensitizing to social issues. The institution possess a cordial relationship with Independent organisations and NGOs IT for Change, Agastya International Foundation, Indian Youth Red Cross Society and IGNOU. The collaborations with these organisations have proved to be beneficial for both students and faculty in their professional development. Good rapport and linkage is also maintained with the local community and Practice teaching schools. This has given immense boost to our students to get connected with local issues and also get multiple exposures.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI SARVAJNA COLLEGE OF EDUCATION
Address	No.7 and 8, 14th Cross, M C Layout Vijayanagar, Bengaluru
City	Bengaluru
State	Karnataka
Pin	560040
Website	http://sarvajna.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	B P Madhumathi	080-23111242	9845011418	-	office.sarvajna@gmail.com
IQAC / CIQA coordinator	Umashree D K	080-23354648	9481824348	-	shreeuma27@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Karnataka	Bangalore University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	24-08-2015	View Document
12B of UGC	24-08-2015	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NCTE	View Document	04-07-2015	60	Permanent Recognition

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	No.7 and 8, 14th Cross, M C Layout Vijayanagar, Bengaluru	Urban	1	1851

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BEd,Educational,	24	Any Degree and Post Graduation	English	50	48

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				0				7			
Recruited	0	1	0	1	0	0	0	0	1	6	0	7
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				16
Recruited	10	6	0	16
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	2	3	0	6
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	1	0	0	1
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	0	0

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	8	0	0	0	8
	Female	42	0	0	0	42
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	2	1	0
	Female	11	4	5	9
	Others	0	0	0	0
ST	Male	1	0	0	2
	Female	3	1	0	0
	Others	0	0	0	0
OBC	Male	7	2	3	1
	Female	20	12	17	17
	Others	0	0	0	0
General	Male	0	3	5	1
	Female	8	26	18	20
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		50	50	49	50

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution is having the proposal to go for an interdisciplinary programme like B.A.Ed./B.Sc.Ed., as new courses on par with NEP 2020. At present the institution is Standalone College. As per the NEP 2020 guidelines such kinds of institutions must have either interdisciplinary or multidisciplinary institutions or else by 2030 these institutions are not allowed to function. Hence the management has a plan to convert Standalone College into an interdisciplinary institution.
2. Academic bank of credits (ABC):	The Objectives of Academic Bank of Credits are : To promote student-centric education. Focus on learner-friendly teaching approaches. Implement an

	<p>interdisciplinary approach. Allow students to learn the best courses of their choice interest. Enable students to learn at their own pace. Hence the institution is encouraging the students to take up the courses in the recognised online and offline learning platforms by having a systematic Monitoring system.</p>
<p>3. Skill development:</p>	<p>In collaboration with IT for Change and Agasthya International Foundation, the institution organises ICT skills, and soft/life skills development programmes which are during two years B.Ed programme., Students imbibe and develop the skill of using LMS Moodle platform to upload assignments, pedagogical content, lesson plans, evaluation procedures, concept map, GeoGebra, Audacity-audio editing and recording, mixing and enhancing audio tracks, voice makeover, concept of intellectual property rights- CCSA, using Adobe Express, Firefox, signing invitation, concept map, preparation of interactive presentation using Lumi-H5P etc. AI sources such as Google Classroom, chat GPT, preparing resumes, unit plan and lesson plan writing, creating simulated experiments using PhET, and connecting with resources through curation and creation of images, visuals for concretizing the concept, solving word and computing numerical problems, preparing skits, writing review, reflections on the auditory and visual aspects, report making and e-testing tools etc. The institution is providing value-based education to inculcate positivity amongst the learner that includes activities like morning assembly inter-religious prayer, constituting self-government/student activity centre, effective functioning of equal opportunity cell and human rights cell, Science and social clubs, celebrating national and international significant days like-youth, martyr, national voters, republic, national science, internal women's, world environment, international yoga, independence, Human rights, national education week, constitution days, celebrating national and cultural festivals, conducting community living camp. On par with NEP-2020, the institution encourages the students to register for various vocational courses available on MOOC, through SWAYAM platform. Good practice/s of the institution pertaining to the skill development in view of NEP-2020. • Promoting professional and skill based teacher preparation throughout the programme.</p>

	<ul style="list-style-type: none"> • Promoting self –directed learning through students’ participation in all the activities and programmes. • Implementation of skill based value added programmes. • Mandatory community based activities and projects. • Enabling student centric environment and students’ voice. • Promoting the students to register SWAYAM online courses.
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Apart from the core courses and pedagogical courses, the institution provides opportunity for students to empower in the Indian language and culture through Enhancing Professional Competencies programmes and Co-curricular and Cultural activities. Institution offers the courses in bilingual language by integrating Kannada and English. Institution celebrates Kannada rajyothsava, Hindi bashadivas, etc. Banzara language song and dance (Lambani/koda/), encourage the students to do Diploma certificate courses in Kannada language from Kannada Sahitya parishat. Efforts are made by the language, social science, and value education teachers to create awareness about the richness of our traditional Indian knowledge like Vedas, Upanishads, Ramayana, Mahabharata, Astrology, ancient mathematics and science, inscriptions, other endangered languages. Institution provides opportunity to visit the Vekatappa Art gallery, Janapada Lokha to explore the culture, art and language of folklore. The Institution celebrates different festivals like Makrasankranti, Dasra festival for ten days, create awareness about Ramzaaan, Christams etc.n through yoga, the students are made aware about traditional knowledge about different mudras, pranayam, and aasanas for healing diseases. Chanting omkara during Morning Prayer and shlokas are regular practice, The subjects taught in the B.Ed programme lay a strong foundation on the contributions of ancient Indian education system and how it grew with time. The faculty members teaching various subjects focus light on the contributions made by great philosophers, educationists, psychologists, mathematicians, scientist, religious reformers, and social reformers of India. During the deliberations, such topics are dealt through brainstorming, cooperative learning strategies, discussion methods, dramatization, video analysis, and many more.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institution has adopted the affiliated university curriculum of affiliating university. Initially the institution prepares a calendar of events for the whole</p>

academic year. Then it organises all the activities which are operationalized in accordance with PO's, CO's and PSO's of the B.Ed. curriculum which in turn reflects on Outcome based education. B.Ed., curriculum encourages outcome based education through its activities and programmes. Therefore all the programmes and activities are meticulously structured to align with its planning, teaching, learning strategies, assessment methods and evaluation procedures. The purpose of the curriculum is holistic development of the students. This includes review and revise programmes and activities and assessments that support students to realise these learning outcomes. Institutions adopt different assessment methods and techniques to evaluate whether a student has realised the learning outcome or not. This includes formative evaluation such as seminar presentations, planning and designing methods and approaches, collaborative and cooperative group activities for teaching tasks, peer reviews and reflections, feedback, as well as summative evaluation such as internal tests, assignments, projects, practical examination, exhibitions of teaching learning materials, planning and executing co-scholastic activities, using ICT platforms for teaching, learning and assessment, construction of evaluation tools such as unit test, rubrics, using statistical tools and techniques, express out through cultural and community based activities. Based on the results, institutions regularly monitor, review, to improve the programmes and methods to realise the outcomes. The institution also empowers the faculty in view of designing their courses and assessments to meet the learning outcome. Institution is also having the mechanism to obtain the feedback from the stakeholders and use this for necessary changes in the teaching learning approaches. This also helps in maintaining and adherence to accreditation standards that emphasise outcome based education. Good practice/s of the institution pertaining to the outcome based education (OBE) in view of NEP 2020. 1. Academic council meet at the beginning of the academic year to review the institutional programmes and activities in line with PO's and CO's, based on feedback obtained from the stakeholders. 2. Reframe the institutional programs and activities to meet the curriculum outcome based education. Institution is mapping the

	<p>curriculum to ensure that each core courses and pedagogical courses contribute to the overall program outcomes. Promote the quality of the programmes organized under different courses and programmes. 3. Encourage all the students to participate and take part in all the activities. Individual differences are given priority while assigning the activities and regular assessment and feedback mechanisms are implemented to identify the students' progress towards learning. 4. Inspire the faculty members to take part in professional development programmes. Providing orientation to teachers regarding outcome based education. 5. Enable the teachers to utilise the AI in the teaching learning process such as LMS for tracking progress, delivering content, and conducting assessment that align with Programme Specific Outcomes (PSO's). 6. Ensure quality education through regular feedback obtained from the stakeholders to improve the programmes by reviewing and updating the curriculum, teaching learning practices to education provided remains relevant and effective.</p>
6. Distance education/online education:	<p>The institution functions for enhancing the students' study skills and giving more importance to the students' learning. It creates by enriching enthusiasm and developing interest towards their futuristic learning and institution always creates a healthy learning environment. The institution supports and gives importance to faculty and students for their professional competencies teaching – learning and students learning with enhancing their skills. So institutions give equal importance to regular teaching –learning process, virtual classroom and online mode also and giving virtual and online classes for students and also the institution study centre for respective Distance Education universities. The institution is the study centre for the IGNOU B.Ed program from the last four years and conducts online and offline workshops and classes. Faculty of the institution are taking SWAYAMPRAKASHA online classes for distance mode degree students at IGNOU regional centre Bengaluru. The institution supports students to take other online courses to enrich their knowledge. The faculty will take online classes on weekends if required to completing portions based on the students' requirement. There is a provision for students to approach online classes during their free times and</p>

after college hours, and on the weekend to clarify their doubts and discuss study progress and they get suggestions and inputs from their respective concerned teachers. The ITFC NGO always supports the teachers and students to create their own PDL (Personal Digital Library) on their desktop and Android cell phone also and created a Moodle App the students and teachers can log into and they were free to use and access available resources, they can upload and download study materials in the Moodle platform. And they downloaded e-books in the library and ICT lab. The students are free to read, copy, and download, and to take printouts for their study. Agastya International foundation NGO also conducts offline workshops for our student teachers on the usage of different software and resume writing.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Electoral Literacy Club (ELC) has been set up in the institution on 22nd September 2022
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, faculty Co-ordinator and students coordinating members are appointed by the Sri Sarvajna college of Education. Electoral Literacy Club is functioning enthusiastically. Electoral Literacy Club representatives are Mr.Punithraju V.S. and Dhanalakshmi J. working based on their role and responsibilities.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The first program in this regard organized in the institution was the Voter Registration Drive. Through this programme the data was collected on whether all the student teachers registered/enrolled for voting or not. Only few students were not registered for voting. The coordinator of the cell asked them to register through voters' helpline and made them to enrol their name in the voter list. Every year pledge taking ceremony programme conducted in institution and awareness programme organized to enhance the knowledge on the importance and value of voting. The Institution organises Voter Awareness Campaign in the nearby community to create awareness among the people through Jaatha with slogan, distributing pamphlets which contains information about voting

	<p>and the election process. Every year institution conducts election for the student activities center to elect members and also to know about the electoral procedures. All student teachers participate in the college election, which starts from nomination filing, seconded by their classmates, canvassing, withdrawal of nomination. All students cast their votes, and counting was very transparent. Student teachers participated in the drive mera pehala deshkele, in this drive they took a pledge about voting, downloaded the voters helpline app, went to houses in their areas, and created awareness about elections and voting. These programmes and many initiatives help student teachers to become active citizens and develop citizenship qualities , culture among student teachers and community people to engage them in the democratic process.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The institution organized electoral club activities enthusiastically. All faculty members and student teachers are involved in this process. They help each other regarding the registration process in voting and also help each other to use the voter helpline. The college organizes awareness and interactive sessions on the importance of voting and voter rights and the electoral process. Educating the community and students about the importance of ethical voting and illegal voting. The college organizes elections for the Student Activity Centre and follow the procedure, it is the first step for developing awareness and understand the election procedure. It motivates them to organize the same in their future teaching profession for their students. The faculty members and student teachers conduct Jaatha to develop awareness among community people with the slogans, and clear their doubts about election, voting, and its procedure. The institution collaborated with BBMP officers and conducted Jaatha, an awareness programme at Vijayanagar, Govindarajanagara, Dasarahalli, and surrounding places among society people to reach out to many different people. Sharing digital content, like videos, explaining the electoral process, and partnering with local authorities to go with join awareness programmes. These programs and initiatives help to foster a culture of informed and active citizenship, ensuring that students and community members are engaged in the democratic process.</p>

5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

In college registration drives for students above 18 years were conducted for student teachers, further, they can create unawareness among people in the society. A few student teachers were sent to the Indian Institute of Science to participate in an awareness programme for voting. College collaborated with BBMP local election offices to create awareness and organized Jaatha in surrounding areas. Interaction and oral feedback with community and student teachers helped to promote active citizenship and developed democratic citizenship, civic responsibilities, and civic sense among student teachers.

Extended Profile

1 Students

1.1

Number of students on roll year-wise during the last five years..

2023-24	2022-23	2021-22	2020-21	2019-20
96	97	94	97	98
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of seats sanctioned year wise during the last five years..

2023-24	2022-23	2021-22	2020-21	2019-20
50	50	50	50	50
File Description		Document		
Letter from the authority (NCTE / University / R		View Document		
Institutional data in prescribed format		View Document		

1.3

Number of seats earmarked for reserved category as per GOI/ State Govt. rule year wise during the last five years..

2023-24	2022-23	2021-22	2020-21	2019-20
25	25	25	25	25
File Description		Document		
Institutional data in prescribed format		View Document		
Central / State Govt. reservation policy for adm		View Document		

1.4

Number of outgoing/ final year students who appeared for final examination year wise during the last five years..

2023-24	2022-23	2021-22	2020-21	2019-20
46	48	48	47	48
File Description		Document		
List of final year students with seal and signat		View Document		
Institutional data in prescribed format		View Document		

1.5**Number of graduating students year-wise during last five years..**

2023-24	2022-23	2021-22	2020-21	2019-20
45	48	48	47	48
File Description		Document		
Institutional data in prescribed format		View Document		
Consolidated result sheet of graduating students		View Document		

1.6**Number of students enrolled(admitted) year-wise during the last five years..**

2023-24	2022-23	2021-22	2020-21	2019-20
50	49	46	50	50
File Description		Document		
Institutional data in prescribed format		View Document		
Enrollment details submitted to the state / univ		View Document		

2 Teachers**2.1****Number of full time teachers year wise during the last five years..**

2023-24	2022-23	2021-22	2020-21	2019-20
7	7	6	7	7

File Description	Document
Institutional data in prescribed format	View Document
Copy of the appointment orders issued to the tea	View Document

2.2

Number of Sanctioned posts year wise during the last five years..

2023-24	2022-23	2021-22	2020-21	2019-20
7	7	7	7	7

File Description	Document
University letter with respect to sanction of p	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years (INR in lakhs)..

2023-24	2022-23	2021-22	2020-21	2019-20
2.53	1.00	2.33	8.76	5.06

File Description	Document
Audited Income Expenditure statement year wise d	View Document

3.2

Number of Computers in the institution for academic purposes..

Response: 36

File Description	Document
Invoice bills of purchase of computers	View Document
Copy of recent stock registers	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - 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.

Response:

The institution is affiliated to Bangalore University, it follows the curriculum prescribed by the University. It adapts to the institution level by conducting different academic activities to improve the quality of the teacher education programme.

Planning will be done at the beginning of the academic year by taking feedback from all the stakeholders and reviewing the previous year's academic plan. The curriculum is implemented according to the planned calendar of events prepared by the University, also the college.

The student teachers will be able to assimilate the nature and scope of the teacher education program, through discussion and become professionally competent teachers. While transacting the curriculum, if the faculty feels additional input is needed according to the local conditions they go beyond the curriculum and provide experience. It enriches the competency and skills of the student-teachers.

The curriculum planned and implemented helped to prepare professionals for the community in specific and of the Nation in general. In the process of transaction various strategies, teaching skills, planning desired learning outcomes attaining mastery in the subject is the top most priority. This motivates youngsters to develop a holistic approach to teaching and learning.

To manifest the ability of students with diversified backgrounds internship program will help. Students are expected to plan for teaching procedures for teaching by following different methods and models. This is possible only when the administrative and academic environment of the institution is qualitative and professional. It helps us to achieve the course outcomes.

When students reach the optimum level of the program their cognitive abilities are expanded in addition to their level of thinking will be enhanced, they become socially sensitive, bridge the gap between the institution and the community. This is the effort made by the institution to plan, implement and modify the Curriculum prescribed by the University according to the local needs and aspirations.

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

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 last completed academic year

- 1. Faculty of the institution**
- 2. Head/Principal of the institution**
- 3. Schools including Practice teaching schools**
- 4. Employers**
- 5. Experts**
- 6. Students**
- 7. Alumni**

Response: A. Any 5 or more of the above

File Description	Document
Meeting notice and minutes of the meeting for in-house curriculum planning	View Document
List of persons who participated in the process of in-house curriculum planning	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
A copy of the Programme of Action for in-house curriculum planned and adopted during the last completed academic year	View Document

1.1.3

While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes(CLOs) for all Programmes offered by the institution, which are stated and communicated to teachers and students through

- 1. Website of the Institution**
- 2. Prospectus**
- 3. Student induction programme**
- 4. Orientation programme for teachers**

Response: A. All of the above

File Description	Document
Report and photographs with caption and date of teacher orientation programmes	View Document
Report and photographs with caption and date of student induction programmes	View Document
Prospectus for the last completed academic year	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Paste link for additional information	View Document
URL to the page on website where the PLOs and CLOs are listed	View Document

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

Response: 66.67

1.2.1.1 Number of optional/ elective courses including pedagogy courses offered programme - wise during the last five years.

2023-24	2022-23	2021-22	2020-21	2019-20
12	12	12	12	12

1.2.1.2 Number of optional / elective courses including pedagogy courses programme wise as per the syllabus during the last five years..

2023-24	2022-23	2021-22	2020-21	2019-20
18	18	18	18	18

File Description

Document

Data as per Data Template

[View Document](#)

Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum

[View Document](#)

Any other relevant information

[View Document](#)

Academic calendar showing time allotted for optional / electives / pedagogy courses

[View Document](#)

Paste link for additional information

[View Document](#)

1.2.2

Average Number of Value-added courses offered during the last five years

Response: 1.2

1.2.2.1 Number of Value – added courses offered during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2	1	1	1	1

File Description	Document
Data as per Data Template	View Document
Brochure and course content along with CLOs of value-added courses	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.2.3

Percentage of Students enrolled in the Value-added courses mentioned at 1.2.2 during the last five years

Response: 49.59

1.2.3.1 Number of students enrolled in the Value – added courses mentioned at 1.2.2 during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
48	49	46	48	48

File Description	Document
Upload any additional information	View Document
List of the students enrolled in the value-added course as defined in 1.2.2	View Document
Course completion certificates	View Document

1.2.4

Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through

1. Provision in the Time Table
2. Facilities in the Library
3. Computer lab facilities
4. Academic Advice/Guidance

Response: A. All of the above

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

1.2.5

Percentage of students who have completed self-study courses (online /offline, beyond the curriculum) during the last five years

Response: 49.59

1.2.5.1 Number of students who have completed self-study course(s) (online /offline, beyond the curriculum) during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
48	49	46	48	48

File Description	Document
List of students enrolled and completed in self study course(s)	View Document
Data as per Data Template	View Document
Certificates/ evidences for completing the self-study course(s)	View Document
Any other relevant information	View Document

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

Response:

Fundamental or coherent understanding of the field of teacher education

The convention in the institution is to introduce the student teachers into the various aspects of teacher education and teachers preparation. In this context at the beginning of the academic year student teachers are oriented and exposed to the curricular, co-curricular and other activities to be carried out during four semesters in two academic years. This gives an insight to the different components of teacher education and teachers preparation. The student teachers will be given an understanding of the cognitive and pedagogical dimensions of the teacher education program.

They are also introduced to the different activities; they have to be carried out during the first and second academic years. The individual faculty conducts orientation programmes for the student teachers to understand a holistic approach to showcase the entire teacher education programme. It includes the theoretical framework, practical activities, assignments, enrichment activities they have to carry out. The entire process provides them an insight to understand the teacher education programme and teacher preparation programme.

Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization.

The faculty members provide input to various procedures to be followed in teacher preparation. It creates awareness among student teachers to master the entire teacher education programme in general and teacher preparation in particular. They include the philosophical dimension of education, sociological and psychological dimensions, in addition, the managerial aspects, curriculum development, school education programme, enhancement of professional competencies, issues related to national concern. This helps the student teachers to understand the theoretical procedure to be learnt during the course.

The institution also provides an opportunity for student teachers to form the pedagogical skills, knowledge of information and communication technology.

To convert the entire theoretical framework into practical experiences the faculty conducts seminar, discussions, paper presentation, brain storming sessions, hands on experiences in computers have been provided to develop an academic culture in the college to enhance competencies and skill development of teachers.

Capability to extrapolate from what one has learnt and apply acquired competencies.

Capabilities include the translation of the theoretical knowledge into practical situations. In most of the professional courses like medical, engineering, law, the theoretical knowledge is integrated into practical situations. Teacher education is also a profession. The students learn in their classes to be integrated in practical situations. Teacher preparation is human processes, the student teachers are exposed to collect,

assimilate, organize, coordinate and utilize the knowledge they have gained in a realistic situation. The realistic situation for them is school internship practice, where they get an opportunity to integrate their theoretical knowledge in their classroom teaching learning.

The real competencies of teacher are evaluated and judged by the master of content knowledge and its application in the classroom situation. The subjects they have learnt in the college like theories of educational Psychology, educational philosophy, development and management in school education, designing of question paper giving a statistical treatment to it are reflected in the capabilities of student teachers.

Skills/competencies, such as: Emotional Intelligence, Critical thinking, Negotiation and communication skills, Collaboration with others, etc.

To become a teacher by developing a balanced personality, the B.Ed. program provides an excellent base and experience. The subjects taught in the B.Ed. programme even though they look more theoretical indirectly they give an experience to student teachers to foster emotional intelligence, critical thinking, negotiations and communication skills. The content subjects that are taught in the college like educational psychology, provides an opportunity to balance their emotions intern they develop an emotional intelligence. It is a need for any good teacher. In teaching of science attempts are made to nurture critical thinking. The same ability is developed in teaching social science. The heart of teaching is the ability to communicate to the students. If the communication is effective simple the students can grasp and learn the ideas easily and better. The entire attempt in teacher education is to develop emotional intelligence critical thinking, and communication skills, later the anticipation is the student teachers will develop all these abilities in their students. This is the basic philosophy of teacher education and teacher preparation.

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

1.3.2

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective.

Response:

Development of school education system: During the induction programme for fresh students the development of education in Karnataka and the different types of schools will be briefed.

The curriculum transacted in the college has helped the students to acquaint themselves with theoretical knowledge of education in pre and post independent India. It also provides an insight into the various commissions appointed by the government of India to know the issues involved in Secondary Education. The landmark in post-independent Indian education is the National Policy of Education 2020. The recommendations of these educational policies regarding teacher education and school education have helped the student teacher to understand the practical components of teacher preparation like pre-internship, school internship and post-internship during their internship program.

Functioning of various boards of schools education: The curriculum input in teacher education will provide scope for understanding the various boards of school education and is also defined in the curriculum.

Functional differences among them: The theoretical background of these board schools will be given during instruction in the class. The practical functioning of Government schools, Aided schools and Private schools will be understood by the student teachers during internship period.

Assessment system: Even though the curriculum transaction in all these schools is more or less similar, the mode of transaction and system of evaluation are different.

Norms and Standards: The students are made to familiarise with norms and standards prescribed by the government in establishing, and managing schools have to be followed. The details regarding norms and standards in Secondary School Education Institutions will be discussed in the paper Development and Management in School Education, later they are exposed to understand the norms and standards by interacting with school headmasters, when they go for school internships and post internship visits.

State Wise variations: The variations are found in affiliating boards in its norms and standards, regular/general education.

The variations were found significant in identifying the dropout rates in Secondary Education. The dropout rate after completing secondary education is very high, because mass promotions are given up to 9th standard. The variations are also found in the medium of instruction. At present the trend of parents is to get education for their children in English medium schools. Variations found in Kannada and English medium schools. In a country with a lot of diversities these variations are bound to happen. To address these variations the college conducts seminars, discussions, and expose students to understand these variations and also classroom transactions are done based on this.

An international comparative perspective student is exposed to understand the major differences between National and International Schools. In fact the International School tries to address more on integrating Information and Communication Technology in education, whereas the National Board schools because of lack of facilities, poor pupil teacher ratio, flexibility in teaching learning, cost of education, method of assessment, grading, getting job opportunities, better are found in International School. Because they follow academic autonomy and their students are exposed to the best educational environment.

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

1.3.3

Students derive professionally relevant understandings and consolidate these into professional acumen from the wide range of curricular experiences provided during Teacher Education Programme

Response:

The institution from the beginning worked very hard to fulfill the Vision and Mission.

The concept of professional development germinated in the inquiry of students for admission under the management quota. The institution follows a pattern, conducting teachers' readiness test orientations in induction programs. The various activities conducted in the college such as prayer, news reading, and recognition for talented students, opportunity and guidance for slow learners, mentoring is provided in all four semesters. In addition to making a teacher preparation programme to address the Vision and Mission of the institution, students are also trained to develop content skills, communication skills, teaching skills, and skills related to the use of instructional technology. All this training is reflected in the internship training program during the internship. The headmaster, school teachers and members of the SDMs, the stakeholder express high opinions about our students' performance. This is an indication to show the institution attempting to achieve the Vision and Mission slowly, gradually and consistently.

The college organises various programs to provide opportunities to students to foster their competency and skills by organising field trip, excursion, community living camp, celebration of science day, environment and national festivals, undertaking programmes on health and hygiene, participating in exhibitions of science organized by IISC and other institutions. It provided immense opportunities for our students to become very strong academically and in co-curricular activities.

To meet the challenges of the 21st century due to the advancement of Science and Technology, ICT has become an integral part of the teaching learning process.

The college has made an honest attempt to make a Memorandum of Understanding with IT for change and Agastya International Foundation to help our students to realize the skills of using software in classroom teaching and also developing interactive content.

Regular Mentoring program, career guidance, orientation to write competitive examination, arranging activities in the placement cell, are some of the unique programmes conducted in the college under the guidance of the principal to achieve the vision and mission of the institution.

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

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

- 1.Students**
- 2.Teachers**
- 3.Employers**
- 4.Alumni**
- 5.Practice teaching schools/TEI**

Response: A. All of the above

File Description	Document
Sample filled-in feedback forms of the stake holders	View Document
Any other relevant information	View Document
Paste link for additional information	View Document

1.4.2

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

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Stakeholder feedback analysis report with seal and signature of the Principal	View Document
Any other relevant information	View Document
Action taken report of the institution with seal and signature of the Principal	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrollment percentage of students during the last five years..

Response: 98

File Description	Document
Document relating to Sanction of intake from University	View Document
Data as per Data Template	View Document
Approved admission list year-wise/ program-wise	View Document
Approval letter of NCTE for intake for all programs	View Document
Any other relevant information	View Document
Any additional link	View Document

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..

Response: 119.2

2.1.2.1 Number of students enrolled from the reserved categories during last five years..

2023-24	2022-23	2021-22	2020-21	2019-20
42	21	26	29	31

File Description	Document
Final admission list published by the HEI	View Document
Data as per Data Template	View Document
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View Document
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View Document

2.1.3

Percentage of students enrolled from EWS and Divyangjan categories during last five years

Response: 0.41

2.1.3.1 Number of students enrolled from EWS and Divyangjan categories during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	1	0

File Description	Document
List of students enrolled from EWS and Divyangjan	View Document
Data as per Data Template	View Document
Certificate of EWS and Divyangjan	View Document

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..

Response:

The institution makes sincere attempts to understand the learning needs, interests, strengths and weaknesses of students at the beginning of the academic year. The faculty of the institution do a

brainstorming session on regarding the assessment of learning needs of student-teachers and also to know their level of readiness.

The faculty, prepare a Teacher Readiness Tool which contains forty multiple choice items that were subjected to validation from the experts. Afterwards, 30 items were retained. The try-out of the tool was done on four B.Ed. students to know their difficulties in answering. The final tool has 30 multiple choice questions spreading equally on six dimensions of education such as Teaching Competency; Language Competency; Mental Ability; Values; General Knowledge; Psychology of Understanding. The tool was administered to the student-teachers to know the level of their readiness to undergo B.Ed. programme and also the kind of academic support they need.

At the entry level, Content Awareness Test (CAT) was conducted in each pedagogy papers, such as Social Science, Physical Science, Mathematics, Biological Science and Kannada to know the level of content mastery of students. The responses of the tools were analyzed, it helped to plan for strategic initiatives for providing the academic support to students. Particularly CAT was administered both for pre-test and post-test after adequate academic support was given.

The institution provides academic support to the student-teachers by conducting four days orientation on syllabus of each semester; organization of talents day; workshop on communication skills and teaching skills; workshop on simulated lessons; seminar presentation in respective papers; provision for hands on experience/practical on the concepts related to ICT in Education, Creating an Inclusive School, optional courses (Guidance and Counseling, Value Education and Education for Peace), EPC1: Communication Skills and Expository Writing, EPC 2: Understanding Self, Personality and Yoga, EPC3: ICT Applications, EPC 4: Fine Arts and Theatre; two months school internship, textbook review, action research, community-based projects, visit to special schools. To bolster the technological skills in teaching, learning and evaluation, the institution in collaboration with IT for Change, Bengaluru organizes training and workshops on technology-based teaching. The institution gives adequate exposure to the student-teachers with respect to the theories of learning, teaching, evaluation, school education, inclusive education, gender issues, environmental issues, national and international issues.

The institution gives opportunities to the student-teachers to take active part in various curricular and co-curricular activities comprising days of celebration, days of observance, visits, music, dance, campaign, sports. Student-teachers are also given exposure in anchoring, news reading. They are trained for community living through the community living camp and they are also taken for field trips to other places to introduce to the realities of the world and to know and utilize community resources.

File Description	Document
The documents showing the performance of students at the entry level	View Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document

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

- 1. Mentoring / Academic Counselling**
- 2. Peer Feedback / Tutoring**
- 3. Remedial Learning Engagement**
- 4. Learning Enhancement / Enrichment inputs**
- 5. Collaborative tasks**
- 6. Assistive Devices and Adaptive Structures (for the differently abled)**
- 7. Multilingual interactions and inputs**

Response: C. Any 3 of the above

File Description	Document
Reports with seal and signature of Principal	View Document
Relevant documents highlighting the activities to address the student diversities	View Document
Photographs with caption and date, if any	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.2.3

There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students

Response: As an institutionalized activity in accordance with learner needs

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

2.2.4**Student-Mentor ratio for the last completed academic year****Response:** 13.71**2.2.4.1 Number of mentors in the Institution****Response:** 7

File Description	Document
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

Response:

The students of B.Ed. course are unique because they decided to become teachers in the future. Add to that most of them are young adults with passion towards teaching. The students of B.Ed. course generally classified as Language and Arts Group, Science and Mathematics Group and Commerce Group. The papers and activities in B.Ed. course are of interdisciplinary nature. Thus, the nature of students and papers and activities of B.Ed. course demands that special efforts need to be put by the faculty in their teaching in order to engage them actively in learning. The institution gives top most priority to the active engagement of students in learning. The institution while offering two-year B.Ed. course (with four semesters) motivates its faculty to take up a variety of teaching approaches, which generally incorporates Experiential Learning, Participative Learning, Cooperative Learning, Differentiated Instruction, Problem Solving Methodologies, Brainstorming, Focussed Group Discussion, Online mode.

The faculty of the institution are highly qualified, competent, and experienced.

They are familiar with the different strategies of teaching because of their regular exposure received through seminars and workshops. They use a variety of teaching strategies for the papers they handle and different strategies for indoor and outdoor learning experiences in all the four semesters.

They include the following:

Hard Core Courses: Childhood and Growing Up; Education in Contemporary India, Development and

Management in School Education; Gender, School and Society; ICT in Education; Language Across the Curriculum; Learning and Teaching; Assessment of Learning; Action Research; Education and National Concerns; Creating an Inclusive School; and Knowledge and Curriculum

Soft Core Courses: English; Social Science; Physical Science; Mathematics; Biological Science; and Kannada

Optional papers: Value Education; Guidance and Counseling; and Education for Peace

Other Activities: EPC activities, pre-internship, school internship, post internship and community-based projects.

The faculty uses various methods like Discussion Method, Communicative Approach, Situational Approach, Blended Learning, Suggestopedia, Problem Solving Approach, Inducto-Deductive Reasoning, Peer Tutor, Concept Formation, Discovery Learning Techniques, Video Analysis, Visual Processing, Experiential Learning, Project-Based Learning, Explicit Learning, Group Activities, Cooperative Learning, Picture Talk, Newspaper Clipping Analysis, Think Share Pair, Learning Together, Interactive Verbal Learning, Decision Making, Brainstorming, Discussion Method, Station Teaching, Inquiry Approach, E-testing tools, Google form, Testmoz for teaching of general papers, optional papers and content and pedagogy papers. For EPC activities, brainstorming, experiential learning, focused group discussion were adopted by the faculty. The faculty also adopted a lecture cum demonstration method of teaching for communication skills, microteaching, macro-teaching, demonstration lessons.

The institution has given equal importance to the outdoor learning experiences apart from the classroom learning experiences for the B.Ed. students in order to stimulate creativity, decision-making, problem-solving skills in them. The institution organized field visits to Vidhana Soudha, Indian Institute Of Science, Science Centers, Botanical Garden, Public Library. The institution also undertook many other initiatives for enhancing student-teachers learning. They include organizing talks from the experts on contemporary topics.

File Description	Document
Course wise details of modes of teaching learning adopted during last completed academic year in each Programme	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.2

Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years

Response: 100

2.3.2.1 Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

2023-24	2022-23	2021-22	2020-21	2019-20
7	7	6	7	7

File Description	Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of LMS	View Document

2.3.3

Students are encouraged to use ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning including on field practice..

Response: 50

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

Response: 48

File Description	Document
Programme wise list of students using ICT support	View Document
Landing page of the Gateway to the LMS used	View Document
Documentary evidence in support of the claim	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Any additional Links	View Document

2.3.4

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

1. Understanding theory courses
2. Practice teaching
3. Internship

- 4.Out of class room activities**
5.Biomechanical and Kinesiological activities
6.Field sports

Response: B. Any 3 of the above

File Description	Document
Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations	View Document
Geo-tagged photographs wherever applicable	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link of resources used	View Document

2.3.5

Continual mentoring is provided by teachers for developing professional attributes in students

Response:

The institution has a vision to educate student-teachers as professionally sound and ethically strong teachers. To realize this vision, the institution strives very hard to provide holistic teacher education mainly through a well-conceived planning and execution of curricular and co-curricular activities, innovative teaching strategies, efficient blend of indoor and outdoor learning experiences, community engagement.

The student-teachers of B.Ed. course are from a diverse background. They include urban and rural from different educational background with language barriers, less technological literacy, cultural diversity. The B.Ed. course offered by the institution is well structured which implies that the institution makes all efforts to see that students are completely involved and well acquainted with teacher education. The depth and duration of the B.Ed. course demands better efforts from the students to succeed well in their learning. This particular aspect calls for an efficient mentoring mechanism from the faculty of the institution.

A well-structured and meticulous mentoring mechanism is offered by the institution for the all-round development of students. The institution conducts two mentoring sessions in a week for the students. All the students are grouped into small groups for the convenience, to lay special focus and for easy reach out. Each group comprises 8 to 9 students called mentees. The institution takes care to see that this group includes students from diverse backgrounds as it helps everyone to get to know each other, understand and accept diversity, cooperate with each other and strive for efficient learning. Each faculty member serves as a mentor for a designated group of students.

The faculty members of the institution encourage student-teachers to share problems in learning in these

sessions. Attempts were made by faculty members to understand each individual student's needs and problems. Student diversity and their unique problems were kept in mind while they were being offered mentoring. At times individual counselling was also offered to the students due to their unique needs and personal problems.

In mentoring session, the faculty members have attempted to focus on the topics that are of common importance like effective study habits, overcoming anxiety and stress, time management, conflict resolution (if any), social skills, preparing for competitive exams such as TET, CTET, developing self-confidence, improving communication skills and teaching skills. The faculty members also made strenuous efforts to keep students updated with recent development in education such as NEP 2020. Students are also offered tips for becoming successful in their professional and personal life.

After mentoring was given for students, follow-up was taken up to find out the effectiveness of mentoring offered to the students. The faculty members took feedback from the students about the efficacy of mentoring offered and also suggestions to improve.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

2.3.6

Institution provides exposure to students about recent developments in the field of education through

- 1. Special lectures by experts**
- 2. 'Book reading' & discussion on it**
- 3. Discussion on recent policies & regulations**
- 4. Teacher presented seminars for benefit of teachers & students**
- 5. Use of media for various aspects of education**
- 6. Discussions showcasing the linkages of various contexts of education- from local to regional to national to global**

Response: A. Any 5 or more of the above

File Description	Document
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Link for additional information	View Document

2.3.7

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

Response:

CASE 1: PROMOTING SCIENTIFIC TEMPER AMONG PROSPECTIVE TEACHERS

National Educational Policy (NEP)-2020 aims to nurture human beings capable of scientific temper, rational thinking and creative imagination. It aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and plural society as envisaged by the Indian Constitution. Knowledge and Awareness Mapping Platform (KAMP) is the first initiative taken by Council of Scientific and Industrial Research–National Institute of Science Communication and Policy Research (CSIR–NIScPR), to map scientific temperament and aptitude of young students based on their assessment outcome and nurture them as future scientists of the country. KAMP identifies student hidden talents and skills essential for excelling in professional life through an assessment called the National Assessment of Scientific Temperament & Aptitude (NASTA).

The institution estimates its prospective teachers as the champions and promoters of scientific temper. The institution lays more stress on developing and promoting creativity, innovativeness, intellectual and thinking skills as a part of its larger pursuit towards inculcating and promoting scientific temper among its prospective teachers through various activities and programmes. The multifaceted initiatives taken by the institution includes celebration of Science Day on 28th February: visits to the institutions of scientific importance; organization of demonstrations on various strategies and methods of teaching science; discussion on current developments in science and technology.

The institution among other clubs has science club which makes painstaking efforts to nurture and promote scientific spirit among its students through various activities. The science club of the institution actively organizes days of scientific importance, celebrates birthdays of scientists, conducts science quiz, organize visits to places of scientific importance, creates awareness on superstitions and baseless beliefs among the rural community, invites experts in science, conducts discussion on developments in science.

On 28th February 2023, on the eve of National Science Day, the faculty of the institution organize a visit to Agastya International Foundation, Kuppam, Andhra Pradesh. Prospective teachers had hands-on

experience all through the day. They could realize that many principles and examples of science can be taught with inexpensive experiments and models. The visit also helped the prospective teachers in understanding the need for engaging all kinds of learners in the teaching-learning process. The visit helped the prospective teachers in knowing how they can teach science in rural schools.

The institution organize a visit to Indian Institute of Science (IISc.) on 24th February 2024 on the occasion of Open Day. The visit helped the prospective teachers in understanding the importance of various branches of science in day-to-day life. The faculty helped the students in interacting with the scientists at some of the departments within the IISc. Campus. These interactions helped the prospective teachers to know the current developments in different spheres of science.

CASE 2: COMMUNITY ENGAGEMENT

Teachers have three primary responsibilities to perform. They have to teach and involve the students in the process of learning; they have to undertake the research and engage in continuous professional development; and they are the leaders of the local community. In the institution, due importance has been given to all these primary expectations while educating B.Ed. student-teachers as prospective teachers. The faculty, through teaching-learning process, make sincere attempts to develop social consciousness, thinking skills, empathy and leadership apart from cognitive skills, among their prospective teachers.

The faculty of the institution while teaching the papers such as value education, education for peace, guidance and counselling, education and national concerns, and also by organizing community based projects, community living camp and other outdoor activities familiarize the student-teachers with the local community and take up variety of activities to engage in community building activities.

The institution organized community based projects in the fourth semester, during that time student-teachers are grouped into small groups. Each group is assigned with a specific problem and they have been guided and supervised by the faculty to engage the community actively. The institution organized three days community living camp from 30th September to 2nd October 2023 at Jnanapada Loka. As a part of the camp activities, student-teachers visited a school for blind students and they were also actively involved in street play at the village 'Rajiv Gandhi Pura'. The street play was organized on the topic such as 'janani janmabhoomischa swargadapi gariyasi', (mother and motherland are superior even to heaven). The student-teachers interacted with rural people after the completion of street play. They also created awareness among rural population about various state and central government initiatives for rural development. Student-teachers also were involved in the cleanliness drive of the community.

On 23rd April 2023, the student-teachers took initiative in organizing awareness programme on the need and significance of voting among the local community of Vijayanagar and Govindaraj Nagar in Bengaluru city. As such student-teachers undertook a rally and raised slogans on the importance of voting in Democracy. The programme was organized with BBMP, Vijayanagar, Bengaluru. On 5th June 2023, the student-teachers observed World Environment Day. During this occasion, they prepared paper covers and slogans in advance. An expert from the Saphthami Trust, Bengaluru Shri Anand, was the chief guest. After his lecture, student-teachers undertook an awareness drive in the local community. They met local vendors and distributed paper covers and requested them to discard the use of plastic covers and encourage the customers to carry their own bags. The student-teachers undertook a rally with slogans, interacted with the local community and they were persuaded to be environmentally friendly in their daily activities. The take away from community engagement for prospective teachers was learning about how to plan and execute welfare programmes for the local community, gaining knowledge of logistics

and partnerships/collaboration in organizing such programmes. The student-teachers also learnt the involvement of community in the educational process.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4 Competency and Skill Development

2.4.1

Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

- 1. Organizing Learning (lesson plan)**
- 2. Developing Teaching Competencies**
- 3. Assessment of Learning**
- 4. Technology Use and Integration**
- 5. Organizing Field Visits**
- 6. Conducting Outreach/ Out of Classroom Activities**
- 7. Community Engagement**
- 8. Facilitating Inclusive Education**
- 9. Preparing Individualized Educational Plan (IEP)**

Response: B. Any 6 or 7 of the above

File Description	Document
Reports of activities with video graphic support wherever possible	View Document
Documentary evidence in support of the selected response/s	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

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

1. Formulating learning objectives
2. Content mapping
3. Lesson planning/ Individualized Education Plans (IEP)
4. Identifying varied student abilities
5. Dealing with student diversity in classrooms
6. Visualising differential learning activities according to student needs
7. Addressing inclusiveness
8. Assessing student learning
9. Mobilizing relevant and varied learning resources
10. Evolving ICT based learning situations
11. Exposure to Braille /Indian languages /Community engagement

Response: B. Any 6 or 7 of the above

File Description	Document
Reports and photographs / videos of the activities	View Document
Documentary evidence in support of each selected activity	View Document
Data as per Data Template	View Document
Attendance sheets of the workshops/activities with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.4.3

Competency of effective communication is developed in students through several activities such as

1. Workshop sessions for effective communication
2. Simulated sessions for practicing communication in different situations
3. Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’
4. Classroom teaching learning situations along with teacher and peer feedback

Response: A. All of the above

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

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

- 1. Teacher made written tests essentially based on subject content**
- 2. Observation modes for individual and group activities**
- 3. Performance tests**
- 4. Oral assessment**
- 5. Rating Scales**

Response: B. Any 3 or 4 of the above

File Description	Document
Samples prepared by students for each indicated assessment tool	View Document
Documents showing the different activities for evolving indicated assessment tools	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.5

Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Response: C. Any 3 of the above

File Description	Document
Sample evidence showing the tasks carried out for each of the selected response	View Document
Documentary evidence in respect of each response selected	View Document
Data as per Data Template	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.4.6

Students develop competence to organize academic, cultural, sports and community related events through

- 1.Planning and scheduling academic, cultural and sports events in school**
- 2.Planning and execution of community related events**
- 3.Building teams and helping them to participate**
- 4.Involvement in preparatory arrangements**
- 5.Executing/conducting the event**

Response: C. Any 3 of the above

File Description	Document
Report of the events organized	View Document
Documentary evidence showing the activities carried out for each of the selected response	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.7

A variety of assignments given and assessed for theory courses through

- 1.Library work**
- 2.Field exploration**
- 3.Hands-on activity**
- 4.Preparation of term paper**
- 5.Identifying and using the different sources for study**

Response: A. Any 4 or more of the above

File Description	Document
Samples of assessed assignments for theory courses of different programmes	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.8

Internship programme is systematically planned with necessary preparedness..

Response:

The institution follows the syllabus prescribed by Bangalore University. As such, the institution organizes internship programme in the third semester of B.Ed. programme. The institution systematically plans internship with necessary plan. Before the prospective teachers are deputed for the school internship, they are adequately trained in communication skills, teaching skills, and simulated lessons. They were given exposure on writing of lesson plans on different methods of teaching, innovative methods of teaching, 5E's lesson, preparation of digital and non-digital teaching aids, designing and administering of the achievement test, writing of observation record, reflective journal. The student-teachers were also given exposure to the action research, conducting co-curricular activities, assisting the school personnel in maintenance of school records. A series of demonstrations in each method of teaching are organized to understand and practise the teaching for 45 minutes in schools.

The institution organizes school internship for ten weeks. It actively takes the opinion of the alumni and also involves them in selecting the schools for internship. The schools are chosen in the vicinity of the institution, to reach early and carry out the work. They include government, aided, private and corporation schools. The BBMP schools selected by the institution from the nearby places like Vidyaranya Nagar, Bhairaveshwara Nagar and Chamarajpet. The private schools are selected from places like Kamakshipalya and Vijayanagar.

After selecting the schools for internship, the school internship in charge orients the school headmaster and teachers regarding the modalities of school internship. They are requested to support, cooperate and carry out supervision for the student-teachers participation in school internship.

The student-teachers are oriented adequately and trained on preparation of lesson plans, methods of teaching, achievement test, conducting co-curricular activities, carrying out action research, trying out innovation teaching, selection and preparation of teaching aids, maintenance of school records, observation record and reflective diary. They were oriented about protocols to be followed during school internship, dress code, discipline, managing of school children, cooperating with the Head Master and teachers, taking active initiative in collaborating with the school in organizing its curricular and co-curricular activities.

The institution orients its faculty members on their multifaceted roles to be performed during school internship. The orientation covers, teachers role as supervisor, guidance and correction of lesson plans,

supervision of lesson plans, guidance for preparation of teaching aids, guidance for preparation and administration of achievement test, guidance for planning, executing and reporting of action research, guidance for organizing of school based activities, sharing of feedback, addressing the grievances of the student-teachers.

The institution orients its faculty on assessing students school internship through structured observation schedule and feedback. Different assessment formats are used to assess the students teaching, participation in school activities. Students are also guided to organize curricular and co-curricular activities in schools, assist principal and teachers in administrative work.

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

2.4.9

Average number of students attached to each school for internship during the last completed academic year

Response: 7.67

2.4.9.1 Number of schools selected for internship during the last completed academic year

Response: 6

File Description	Document
Plan of teacher engagement in school internship	View Document
Internship certificates for students from different host schools	View Document
Data as per Data Template	View Document
Copy of the schedule of work of internees in each school	View Document
Any other relevant information	View Document

2.4.10

Nature of internee engagement during internship consists of

- 1. Classroom teaching**
- 2. Mentoring**
- 3. Time-table preparation**

4. Student counseling
5. PTA meetings
6. Assessment of student learning – home assignments & tests
7. Organizing academic and cultural events
8. Maintaining documents
9. Administrative responsibilities- experience/exposure
10. Preparation of progress reports

Response: A. Any 8 or more of the above

File Description	Document
School-wise internship reports showing student engagement in activities claimed	View Document
Sample copies for each of selected activities claimed	View Document
Data as per Data Template	View Document
Any other relevant information	View Document

2.4.11

Institution adopts effective monitoring mechanisms during internship programme.

Response:

The institution has ten weeks school internship in the third semester, which offers multifaceted opportunities and exposures to the student-teachers in nurturing, testing and improving their personality and professional skills. The institution adopts an efficient monitoring mechanism during school internship to ensure that all student-teachers are completely acquainted with teaching skills, lesson plan writing, achievement test, observation record, reflective journal, action research, school personnel, students, school activities and stakeholders.

Teacher Educators

Before planning and organizing the school internship programme, the faculty in charge orients the teacher educators about the monitoring mechanism to be followed efficiently to ensure optimal impact of internship in schools. They are provided with day-to-day timetable of school internship and thorough criteria to monitor and assess the student-teachers presentation of lessons. They are acquainted with the kind of feedback to be given to the student-teachers. They are oriented on supervision and assessment of innovative teaching carried out by the students. During school internship, on rotation, every subject teacher was made to visit schools. They observe and assess the students presentation through observation schedule and accordingly give detailed feedback for further improvement in teaching. At the end of the day, each teacher educator conducts group meeting, wherein each student-teacher is informed to share their feedback and give suggestions for further improvement of their practice in teaching. Later teacher educators give consolidated feedback mainly based on the criteria which covers the areas like introduction, presentation of the lesson, use of teaching aids, evaluation, blackboard work, supervision,

recapitulation, home assignment.

School Headmaster/Principal

Earlier to the commencement of school internship, the in charge of the programme obtains permission from the headmasters of the concerned schools to conduct internship programme. The faculty incharge discusses with the principal about intership mechanism and seek suggestion. The Head masters are requested to observe and monitor the participation of student-teachers in the school internship with respect to their attendance, preparation of timetable, taking classes, preparation of teaching aids, taking initiatives and organization of school records, maintenance of school records, interaction and cooperation with school teachers. The head masters are also requested and provided with an observation schedule to give feedback.

School Teachers

The faculty incharge of intership actively engages school teachers in terms of allotment of lessons for student-teachers, providing the teaching-learning materials, observation and sharing of feedback for lessons, involving student-teachers in school activities. They also invite student-teachers to sit and observe their own lessons.

Peers

Peers are oriented to observe the lessons of their peer teachers and give feedback. Peers are advised to observe 3-4 lessons every day. They are also informed to give due importance to achievement tests, action research, writing of observation record, reflective diary, maintenance of school records, and assisting each other in organizing and writing a report on curricular and co-curricular activities organized at school.

File Description	Document
Documentary evidence in support of the response	View Document
Any additional information	View Document

2.4.12

Performance of students during internship is assessed by the institution in terms of observations of different persons such as

- 1. Self**
- 2. Peers (fellow interns)**
- 3. Teachers / School* Teachers**
- 4. Principal / School* Principal**
- 5. B.Ed Students / School* Students**

(* 'Schools' to be read as "TEIs" for PG programmes)

Response: C. Any 2 or 3 of the above

File Description	Document
Two filled in sample observation formats for each of the claimed assessors	View Document
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View Document
Any other relevant information	View Document

2.4.13

Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include

- 1. Effectiveness in class room teaching**
- 2. Competency acquired in evaluation process in schools**
- 3. Involvement in various activities of schools**
- 4. Regularity, initiative and commitment**
- 5. Extent of job readiness**

Response: A. All of the above

File Description	Document
Format for criteria and weightages for interns' performance appraisal used	View Document
Five filled in formats for each of the aspects claimed	View Document
Any other relevant information	View Document

2.5 Teacher Profile and Quality

2.5.1

Percentage of fulltime teachers against sanctioned posts during the last five years

Response: 97.14

File Description	Document
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View Document
Data as per Data Template	View Document

2.5.2

Percentage of fulltime teachers with Ph. D. degree during the last five years

Response: 88.24

2.5.2.1 Number of full time teachers in the institution with Ph.D. degree during last five years

Response: 6

File Description	Document
Data as per Data Template	View Document
Certificates of Doctoral Degree (Ph.D) of the faculty	View Document

2.5.3

Average teaching experience of full time teachers for the last completed academic year.

Response: 21.71

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

Response: 152

File Description	Document
Copy of the appointment letters of the fulltime teachers	View Document

2.5.4

Teachers put-forth efforts to keep themselves updated professionally through

- **In house discussions on current developments and issues in education**
- **Sharing information with colleagues and with other institutions on policies and regulations**

Response:

1. In house discussions on current developments and issues in education
2. Share information with colleagues and with other institutions on policies and regulations

The institution encourages and provides opportunities for its faculty to constantly seek professional development. The faculty always strive to keep themselves updated through various means. The institution stands as the epitome on professional development, which involves on-going divergent activities (formal, non-formal and informal) that aim at developing the teacher's intellectual abilities, self-confidence, attitude, values, and interest and skills and competencies for improving personality and to carry out the responsibilities of the teaching profession in accordance with the changing times and needs of the learner and society.

The faculty take keen interest in either taking up programmes/courses, attending professional endeavours and undertaking research projects for professional development. They also attend many seminars, conferences, workshops, training, webinars etc. on various themes in the field of education. The faculty discuss the trending issues such as recent trends in education, ICT in education, techno pedagogy literacy, yoga, mental health, population explosion etc. After attending professional programmes, they share the details of developments in the respective areas of education with both colleagues and students.

In house discussions on current developments and issues in education

The institution regularly organizes in-house discussions on current developments and issues in field of education at its IQAC meetings. The faculty members are encouraged to take active part in the in-house discussions. The institution formulates a flexible schedule for each faculty member to efficiently prepare and participate in the in-house discussion. Each faculty member vigilantly keeps track of the developments in education at state, central and international levels. It is important to note that all faculty members have done their doctoral work (Ph.D.) on a different theme in education which often adds solid dimension to any in house discussion. Many in house discussions were conducted on both conceptual and research based topics. Some of the developments and issues in education discussed in recent years were NEP 2020 and its implications for Teacher Education, Research Ethics, Continuous Professional Development, Integration of Technology in Teaching, Teacher Qualifying Exams such as TET, CTET etc.

Share information with colleagues and with other institutions on policies and regulations

The institution encourages faculty members to attend Seminars, Conferences, Workshops at State, National and International Levels. Many of the faculty members have served as Resource Persons, chaired sessions and published papers in the ISBN proceedings and journals. As a follow-up the faculty members share information with colleagues that they gained from such professional programmes. Many of the faculty members have attended professional programmes on NEP, Latest trends in education, Technology in Education etc. The institution deputed faculty members as Resource Persons to other institutions. This is an important extension work carried out by the institution.

File Description	Document
Documentary evidence to support the claims	View Document
Any other relevant information	View Document

2.6 Evaluation Process

2.6.1

Continuous Internal Evaluation(CIE) of student learning is in place in the institution

Response:

The institution follows the continuous internal evaluation mechanism for its B.Ed. Programme as stipulated by the Bangalore University. There is a continuous and comprehensive internal evaluation throughout B.Ed. Programme. In all the semesters, seminars, practical activities and internal assessment tests were conducted.

In the first semester, the institution undertakes a continuous internal evaluation for 30 marks that involves internal test for 40 marks (reduced to 20 marks) and seminar presentation for 10 marks in general papers such as Childhood and Growing Up; Education in Contemporary India; Development and Management in School Education; and Gender, School and Society. For other two general papers such as ICT in Education; and Language Across the Curriculum, continuous internal evaluation consists of 15 marks that involves an internal test for 20 marks (reduced to 10 marks) and practical activity for 5 marks. For the Papers such as EPC1: Communication Skills and Expository Writing and EPC2: Understanding Self, Personality and Yoga, the internal evaluation involves assessment of practical activities for 50 marks.

In the second semester, continuous internal evaluation for 30 marks that involves test for 40 marks (reduced to 20 marks) and practical activity for 10 marks in general papers such as Learning and Teaching and Assessment of Learning and content and pedagogy papers. The pattern of internal assessment is akin to the first semester. For the Papers such as EPC3: ICT Applications and EPC4: Fine Arts and Theatre, the internal evaluation involves assessment of practical activities for 50 marks. In addition, internal evaluation for Pre-Internship activities covers 100 marks through structured observation by the teacher educators towards the demonstrations, documentation and peer observation and sharing of feedback by the student-teachers.

In the third semester, continuous internal evaluation for 30 marks involves test and practical activity in content and pedagogy papers. For a common paper like Action Research, continuous internal evaluation consists of 15 marks that involves an internal test for 20 marks (reduced to 10 marks) and practical activity for 5 marks. Further internal evaluation for school internship accounts 300 marks which includes structured assessment by teacher educators w.r.to lesson plan writing in both methods, practice in teaching, innovative lessons, teaching aids, achievement test, conducting co-curricular activities, observation record, participation in school activities, action research, reflective diary, criticism lessons.

In the fourth semester, the institution undertakes a continuous internal evaluation for 30 marks that involves internal test for 40 marks (reduced to 20 marks) and practical activity for 10 marks in general papers such as Creating an Inclusive School; Knowledge and Curriculum; and Optional Courses (Guidance and Counselling, Value Education and Education for Peace) and similarly for Education and National Concerns. However instead of practical activities, it includes internal evaluation for seminars. Further internal evaluation also done for post-internship activities for 100 marks which includes structured assessment of text book review, community-based activity, visit to special schools by the

student-teachers.

File Description	Document
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View Document
Any other relevant information	View Document

2.6.2

Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation

1. Display of internal assessment marks before the term end examination
2. Timely feedback on individual/group performance
3. Provision of improvement opportunities
4. Access to tutorial/remedial support
5. Provision of answering bilingually

Response: B. Any 3 of the above

File Description	Document
Documentary evidence for remedial support provided	View Document
Details of provisions for improvement and bi-lingual answering	View Document
Copy of university regulation on internal evaluation for teacher education	View Document
Any other relevant information	View Document
Annual Institutional plan of action for internal evaluation	View Document

2.6.3

Mechanism for grievance redressal related to examination is operationally effective

Response:

The institution has developed a mechanism for grievance redressal related to B.Ed. theory examination conducted by Bangalore University. The institution follows the university norms in conducting theory examination. The student-teachers were informed in advance about the dates of theory examination upon

the university's notification.

The faculty of the institution take initiative to address the numerous queries of the student-teachers before they attend the theory examination. They provides numerous tips to students to prepare for examinations and write. The student-teachers are clinically oriented and refreshed on how to fill the first page of the answer script that includes examination details, question paper and answer script details, their register number, signatures etc.

The institution takes utmost care while making arrangements for conducting theory examinations in its campus. The principal and staff work in tandem to ensure the smooth conducting of theory examination. The faculty are also refreshed about examination protocols to be followed and precautions and care to be taken while supervising the theory examination.

The institution systematically conducts practical examinations also at secondary schools belonging to Government, BBMP and private management. Upon the university notification, the institution in advance, informs the student-teachers about the practical examination in order to ensure that they get sufficient time to select a topic in both pedagogy papers, prepare lesson plans and teaching aids and also rehearse the teaching for the practical examination. The institution prepares a timetable, allocates specific responsibilities to both the internal examiners (the faculty of the institution) and external examiners (school headmaster and teachers). While preparing a timetable for practical examination, care is taken to ensure that prospective teachers get preparation time in between two practical examinations. Suitable instructions are given to the prospective teachers while giving their practical examination in both content and pedagogy papers. After the practical examination, proper follow-up is done towards submission of the consolidated marks sheet to the university.

After the announcement of results of each semester of B.Ed. by Bangalore university, the student-teachers are advised to go through the marks in their papers and come out with feedback. The student-teachers are informed to genuinely look into the expected marks and declared marks in their papers. The institution has meticulously helped its student-teachers when they received marks cards with errors. When student-teachers are not satisfied with the results of the examination, the institution informs them about applying for revaluation and help them in apply and take up the follow-up till the announcement of revaluation results. The institution has taken adequate follow-up, in addressing the examination grievances of the student-teachers. To mention a few, the institution assisted and helped the prospective teachers like Chitra (2020-21); Devaraj, Jamuna, Nethravati and Tejus (2023-24).

File Description	Document
Relevant documents reflecting the transparency and efficiency related to examination grievances with seal and signature of the Principal	View Document

2.6.4

The Institution adheres to academic calendar for the conduct of Internal Evaluation

Response:

The institution, after receiving the academic calendar of events from Bangalore University, formulates its own academic calendar specifically for all the four semesters of the B.Ed. programme. The academic calendar is prepared on the lines of the Bangalore University for the smooth conduct of internal evaluation. The institution adheres to semester wise academic calendar for the smooth conduct of internal evaluation. It takes precautions to see that internal evaluation of B.Ed. programme is conducted in tune with the academic calendar as per the nature of each semester.

In the first semester, in tune with the academic calendar, the institution takes internal evaluation of all six general papers such as Childhood and Growing Up; Education in Contemporary India; Development and Management in School Education; Gender, School and Society; ICT in Education; and Language Across the Curriculum. For these papers, the timetable for seminar presentation and practical activity and internal test is announced in advance. The internal evaluation is carried in tune with the academic calendar in reference to Papers such as Enhancing Professional Competencies (EPC)1: Communication Skills and Expository Writing and EPC2: Understanding Self, Personality and Yoga.

During the second semester, internal evaluation is done as per the schedule . It involves internal tests and practical activity for general papers such as Learning and Teaching and Assessment of Learning and content and pedagogy papers. For these papers, the timetable for seminar presentation and practical activity and internal test is announced in advance. For the Papers such as EPC3: ICT Applications and EPC4: Fine Arts and Theatre, the internal evaluation also involves assessment of practical activities. In addition, in the second semester academic calendar, four weeks of time is allocated for pre-internship programmes for which internal evaluation is done through structured observation by the teacher educators.

In the third semester also, internal evaluation involves test and practical activity in content and pedagogy papers. For a general paper like Action Research, continuous internal evaluation involves internal test and practical activity. Timetable for seminar presentation and practical activity and internal test in these papers is announced in advance. In addition, ten weeks of time is allocated for school internship. It includes planned assessment by teacher educators w.r.to lesson plan writing in both methods, practice in teaching, innovative lessons, teaching aids, achievement test, conducting of co-curricular activities, observation record, participation in school activities, action research, reflective diary, criticism lessons etc.

During the fourth semester, sticking to the academic calendar, the institution undertakes an internal evaluation which involves internal test and practical activity in general papers such as Creating an Inclusive School; Knowledge and Curriculum; and Optional Courses (Guidance and Counselling, Value Education and Education for Peace) and seminar apart from practical activity for Education and National Concerns. The internal evaluation is done for post-internship activities it includes organized assessment of students activities such as text book review, community-based activity, visit to special schools done by the student-teachers.

File Description	Document
Academic calendar of the Institution with seal and signature of the Principal	View Document

2.7 Student Performance and Learning Outcomes

2.7.1

The teaching learning process of the institution are aligned with the stated PLOs and CLOs.

Response:

Teaching and learning process at the institution is aligned with the stated Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) which are based on the regulations of B.Ed. programme as mandated by the Bangalore University.

Consolidated PLOs: The consolidated PLOs of the institution include: The prospective teachers upon the completion of the B.Ed. programme are able to – understand the **curriculum construction and develop skills in its effective transaction; develop the abilities in effective teaching, create interest in learning and foster better learning environment; develop effective communication skills; develop and practise pedagogical skills; develop the ability to integrate ICT in teaching learning; develop the abilities to organize co-scholastic activities; develop sensitivity in following inclusive practices; develop intrinsic enthusiasm for discharging professional responsibilities and developing global outlooks in teaching; develop research competency; and involve with community activities.**

Consolidated CLOs: The consolidated CLOs of the institution for its B.Ed. programme include: The student-teachers upon the completion of the various courses of four semesters of B.Ed. programme are able to - understand the development, psychology and learning needs of the development of the child; understand the different foundations of education; develops teaching skills; understand the secondary school education; understand and practice gender equality; develop the ability to integrate ICT in teaching, learning and evaluation; understand the importance of language in curriculum transaction; develop the ability to evaluate continuously and comprehensively; develop research competency; understand the national concerns and role of education; understands and develops the ability to promote inclusive practices in teaching; understand the relationship between knowledge and curriculum; promote peace; develop values in students; act as secondary counsellor; develop the competency to teach the content through different approaches, methods, models; develop the ability to evaluate cognitive, affective and psychomotor domains of the students; develop the ability to write and execute lesson plans and implement activities in school; assist the school in maintenance of records etc.

The institution has qualified, competent, experienced and creative faculty. It has adequate infrastructure in the form of digitally equipped classrooms, laboratories, library, playground, IQAC Room, auditorium, basic amenities etc. The institution very often updates its faculty to ensure that they align their teaching-learning process with PLOs and CLOs. All the faculty teach both general papers and content and pedagogy papers through diverse approaches, methods and models. They very often make their teaching student, activity centred and community centred. In addition to teaching, due importance is given for both curricular and co-curricular activities and indoor and outdoor activities. Internship programme is systematically organized in order to develop teaching skills, planning for lessons, preparation and conducting of achievement tests, organizing school activities, maintenance of school records, action research, community based project etc. The organization of community living camp, educational excursion etc. provide diverse learning experiences for the student-teachers. Besides this the institution

through its collaboration with NGOs, agencies etc. organizes guest lecture, workshops etc. which helps to develop skills to use ICT in teaching among prospective teachers.

File Description	Document
Documentary evidence in support of the claim	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.7.2

Average pass percentage of students during the last five years

Response: 79.32

2.7.2.1 Total number of students who passed the university examination during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
0	45	49	46	48

File Description	Document
Result sheet for each year received from the Affiliating University	View Document
Data as per Data Template	View Document
Certified report from the Head of the Institution indicating pass percentage of students programme-wise	View Document

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

Response:

The institution has well qualified, competent, experienced and creative faculty members. It has adequate infrastructure. The institution ensures that its faculty members align their teaching-learning process with PLOs and CLOs. The faculty teach both general papers and content and pedagogy papers through diverse approaches, methods and models. Beside teaching, due importance is given for both curricular and co-

curricular activities. Internship programme is systematically organized in order to develop teaching skills, planning for lessons, preparation and conducting the achievement tests, organizing school activities, maintenance of school records, action research, community based project etc. Also, the organization of community living camp, educational excursion etc. provide diverse learning experiences for the student-teachers. In addition to this the institution through its collaboration with NGOs, agencies etc. organizes guest lecturing, workshops etc. that help to develop skills to use ICT in teaching among prospective teachers. All these initiatives by the institution contribute effectively for the development of personal and professional attributes among its student-teachers.

The institution gives due weightage to teaching and learning, gives significant attention to evaluation and recording of growth in the personal and professional development in its student-teachers. The institution regularly conducts internal tests, seminar presentations, practical activity etc. The students performance in curricular and co-curricular activities is monitored through structured observation. The students are also given opportunities to take up anchoring, paper presentation, news reading etc. and the same is assessed for future improvement.

The internship activity stretching over second, third and fourth semesters is organized systematically in order to enable the students to develop better personal and professional attributes as future teachers. Pre-internship, school internship and post-internship activities helps in this direction. Accordingly, the student's progress is also monitored and recorded in the transcript. After the assessment is done, feedback is given by the faculty members and peer group in order to ensure correction of deficiencies and develop further in both personal and professional attributes.

The institution also has a well-established mentoring mechanism which helps it to keep track of students learning and development as future teachers in line with stipulated PLOs and CLOs. The mentoring mechanism also helps to know their progress in learning in respect of cognitive and professional attributes. The institution groups prospective teachers into groups for the periodic interaction and recording their progress in respect of both cognitive and professional attributes by the faculty members. Generally, each group for mentoring consists of 8-9 students. The institution ensures that there are weekly mentoring sessions organized wherein each individual teacher can meet their group of students. The teachers after every mentoring session, record its proceedings in their mentoring records. Through regular mentoring sessions, the teachers keep complete track of effectiveness of their advice on students progress in respect of both cognitive and professional attributes. At times due personal attention was also given for each individual student during post-mentoring sessions in order to help and assess them to grow professionally.

File Description	Document
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View Document
Link for additional information	View Document

2.7.4

Performance of outgoing students in internal assessment**Response:** 100**2.7.4.1 Number of students achieving on an average 70% or more on internal assessment activities during last completed academic year**

Response: 46

File Description	Document
Record of student-wise /programme-wise/semester-wise Internal Assessment of students during the last completed academic year	View Document
Data as per Data template	View Document

2.7.5**Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to.****Response:**

At the beginning of the academic year, the faculty make it a focussed point to interact thoroughly with the new batch of student-teachers to know their expectations and identify their learning needs. They attempt to know their strengths weakness and learning needs by the administration of the tool they prepare.

The faculty administer the Teacher Readiness Test (TRT) which helps to understand the knowledge level in education among new B.Ed. students. Content Awareness Test (CAT) is administered to know their content knowledge in the pedagogy papers which they are expected to teach during their third semester. The institution has a systematic mentoring mechanism that helps each teacher to study and understand the specific learning needs of the B.Ed. students. Generally, it is found that many of the students are found to have problems in communication skills (verbal and non-verbal skills), teaching skills etc. In addition, most of the students tend to have inadequate knowledge and skills in using ICT in teaching, learning and evaluation.

In the first semester, after teaching most of the content of the general papers, the institution at the end of the semester, conducts an internal test that helps to know students learning of various concepts in education. This helps the teachers to know their teaching effectiveness and efficiency and deficiency of students learning. Through feedback, mentoring and remedial classes, adequate care is taken by teachers in enabling the students to strengthen their understanding of the concepts in education.

In the second semester, apart from the internal test and subsequent feedback, adequate guidance and

demonstration is given on communication skills and teaching skills and students are made to practise them. Feedback is given to bring effectiveness in their communication skills. It is observed and noted that students improved their communication skills and teaching skills as the sessions continued.

During the third semester, before students are deputed for ten weeks school internship, they are provided with adequate guidance and demonstration on different methods of teaching, models of teaching, innovative methods of teaching, assessment of students learning etc. During school internship, due observation is done and systematic feedback is given after each lesson is given by each individual student. In general, it is seen that the majority of the students improve their teaching performance and evaluation skills which are observed and noted by the teachers. The assessment of students teaching skills during criticism lessons in general confirms that students have developed a strong foundation in teaching skills. The assessment through internal tests in the third semester, confirms that students continue to develop a better understanding of educational concepts.

In the fourth semester, the students undertake practical examination and community based projects etc. which confirms, that they have improving in their communication skills, subject competency, teaching skills, research skills, organizing the school based activities and engaging the community etc. which were the needs initially identified needs.

File Description	Document
Documentary evidence in respect to claim	View Document
Any additional information	View Document

2.8 Student Satisfaction Survey

2.8.1

Online student satisfaction survey regarding teaching learning process

Response: 3.81

Criterion 3 - Research and Outreach Activities

3.1 Resource Mobilization for Research

3.1.1

Average number of research projects funded by government and/ or non-government agencies during the last five years

Response: 0

3.1.1.1 Number of research projects funded by government and non- government agencies during the last five years..

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description

Document

Data as per Data Template

[View Document](#)

Any other relevant information

[View Document](#)

3.1.2

Average grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

Response: 0

3.1.2.1 Total grants received for research projects from government and / or non-government agencies during the last five years (INR in Lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

3.1.3

In-house support is provided by the institution to teachers for research purposes during the last five years in the form of:

1. Seed money for doctoral studies / research projects

2. Granting study leave for research field work**3. Undertaking appraisals of institutional functioning and documentation****4. Facilitating research by providing organizational supports****5. Organizing research circle / internal seminar / interactive session on research**

Response: C. Any 2 of the above

File Description	Document
Sanction letters of award of incentives	View Document
Institutional policy document detailing scheme of incentives	View Document
Documentary proof for each of the claims	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.1.4

Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include

- 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations**
- 2. Encouragement to novel ideas**
- 3. Official approval and support for innovative try-outs**
- 4. Material and procedural supports**

Response: B. Any 3 of the above

File Description	Document
Reports of innovations tried out and ideas incubated	View Document
Documentary evidences in support of the claims for each effort	View Document
Details of reports highlighting the claims made by the institution	View Document
Any additional information	View Document

3.2 Research Publications

3.2.1

Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years

Response: 5

3.2.1.1 Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
7	7	6	7	7

File Description**Document**

First page of the article/journals with seal and signature of the Principal

[View Document](#)

Data as per Data Template

[View Document](#)

Any additional information

[View Document](#)

3.2.2

Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years

Response: 0.88

3.2.2.1 Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
3	3	0	0	0

File Description**Document**

First page of the published book/chapter with seal and signature of the Principal

[View Document](#)

Data as per Data Template

[View Document](#)

Any additional information

[View Document](#)

3.3 Outreach Activities

3.3.1

Average number of outreach activities organized by the institution during the last five years..

Response: 11.4

3.3.1.1 Total number of outreach activities organized by the institution during the last five years.

2023-24	2022-23	2021-22	2020-21	2019-20
11	26	10	5	5

File Description

Document

Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal

[View Document](#)

Data as per Data Template

[View Document](#)

3.3.2

Percentage of students participating in outreach activities organized by the institution during the last five years

Response: 32.16

3.3.2.1 Number of students participating in outreach activities organized by the institution during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
35	30	26	32	32

File Description	Document
Report of each outreach activity with seal and signature of the Principal	View Document
Event-wise newspaper clippings / videos / photographs with captions and dates	View Document
Any additional information	View Document

3.3.3

Percentage of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the last five years

Response: 49.59

3.3.3.1 Number of students participated in activities as part of national priority programmes during last five years

2023-24	2022-23	2021-22	2020-21	2019-20
48	49	46	48	48

File Description	Document
Documentary evidence in support of the claim along with photographs with caption and date	View Document
Data as per Data Template	View Document
Any additional information	View Document

3.3.4

Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development

Response:

Our Institution had to undergo many challenges to hold students and other stake holders amid COVID LOCKDOWN. During this period students and their family members were oriented with the precautionary measures to get rid of Covid and environmental awareness on keeping our surrounding clean .An online session on Yoga for wellness and mental health to cope with the pandemic situation was done by our Alumni and trained Yoga master Mr.Chetan.

After this institution proceeded ahead to organise, conduct and create platform to our student-teachers with very well structured and innovative programmes.

Visit to Agastya International Foundation, Kuppam was organised to explore advancements and innovations in Science and Technology and Spacial researches with theme " Integrated approach in science and technology for sustainable future".

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

Visit to Special schools and residential schools of Bengaluru was done where they were oriented on the curriculum, teaching methods and behavioural patterns of the children by the school authorities.

Awareness about civic responsibilities, activities related to election and voting awareness by Govindarajanagar constituencies was organized including jaathas with the team from Election Commission Office .

Shramadhana was done in Janapadaloka campus, Ramanagaram during Community living camp where student-teachers involved themselves in cleaning the premises and thereby identifying the quantity of plastic usage.

Mental Health Awareness Programme held on 2nd June 2023, encompassing skits, panel discussions, and songs, aiming to promote mental well-being among educators and students.

Student-teachers involved themselves in spreading awareness among secondary school students regarding HIV and AIDS, Human rights in practice teaching schools through ppt and activities and International Women's Day was celebrated particularly focusing on Women Empowerment.

Furthermore, World Environment Day was observed with various activities such as paper presentations, herbal and medicinal plant awareness sessions, documentary presentations, quizzes, and advocating the use of eco-friendly materials, aligning with the college's commitment to environmental conservation. World water day to mention about the conservation and preservation of water was done during assembly.

Observance of International Democracy Day, reading of the Preamble of the Indian Constitution, and activities with the theme "Vasudaiva Kutumbakam" highlighted the values of democracy and cultural inclusivity.

Celebration of Bharathiya Basha Utsav, Celebration of National Voters Day and mock elections were conducted by student-teachers in their respective practice teaching schools and also explained to school students about how voting process is done.

Community survey projects pertaining to community related issues are undertaken during post-internship.

The police team of Rajajinagar fire and rescue station, took initiation of creating awareness on how to tackle fire disasters and team from Chamrajpete explained regarding mosquito free environment. Our student-teacher Anjum Kasima Begam who is an NCC Cadet, took initiation to spread importance of NCC, Responsibilities and its functions in social services and motivated schools students to actively

enrol for such civic services.

Festivals of National concern like Independence Day, Republic day , Martyr's day and other significant days are regularly observed by introducing innovative programmes.

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

3.3.5

Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

Response: 1

3.3.4.1 Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	0	0	0

File Description	Document
Data as per Data Template	View Document
Appropriate certificates from the awarding agency	View Document
Any additional information	View Document

3.4 Collaboration and Linkages

3.4.1

Average number of linkages for Faculty exchange, Student exchange, research etc. during the last five years

Response: 0.6

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

five years

2023-24	2022-23	2021-22	2020-21	2019-20
0	2	0	0	1

File Description	Document
Report of each linkage along with videos/ photographs	View Document
List of teachers/students benefited by linkage exchange and research	View Document
Data as per Data Template	View Document

3.4.2

Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 4

3.4.2.1 Number of functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the last five years

Response: 4

File Description	Document
Data as per Data Template	View Document
Copies of the MoUs with institution / industry/ corporate houses	View Document
Any additional information	View Document

3.4.3

Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes

- 1. Local community base activities**
- 2. Practice teaching /internship in schools**
- 3. Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education**
- 4. Discern ways to strengthen school based practice through joint discussions and planning**

5. Join hands with schools in identifying areas for innovative practice

6. Rehabilitation Clinics

7. Linkages with general colleges

Response: A. All of the above

File Description	Document
Report of each activities with seal and signature of the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

Criterion 4 - 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

Response:

The institution has adequate facilities to meet the needs of students and faculty. The college premises is maintained neatly. The faculty prepares objective based calendar for academic year in consultation with the principal. The student Activity Center is constituted and various activities carried out the responsibilities and activities according to the plan.

The institution has five classrooms, earmarked for B.Ed course. The classrooms are well equipped with smart boards, LCD projectors, smart TV and sound systems.

The Auditorium fully utilized for conducting curricular, literary and indoor games. The college has two dedicated seminar halls for conducting instruction, seminar presentations, discussions, debate and also to practice, teaching skills. The auditorium also used for conducting Yoga, Meditation, literary and Cultural activities.

The college has excellent learning resources, with the total No. of volume 11433. In addition encyclopedias books related NEP are available. The college subscribed journals and magazines also.

The college has adequate restrooms for boys, girls and faculty. The institution has provision for the different labs required for a college of education. They are Psychology lab, Science Laboratory; the computer lab has thirty two computers with UBUNTU OS. The faculty provides individual learning experiences for students in the computer lab. The college also provides computer literacy for rural students.

In the premises of the college we have facilities for organizing sports events and also practicing various activities related physical education.

The institution sufficient water facility with two bore wells in the premises students have been provided with purified drinking water. There is provision for rain recharging wells, bulletin board, notice boards installed important corner in the college premises. Students are advised to observe various information's displayed on the board regularly.

The management of the institution has taken up renovation work to dedicate a separate earmarked facility for the college of Education.

File Description	Document
List of physical facilities available for teaching learning	View Document
Geo tagged photographs	View Document
Any additional information	View Document

4.1.2

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

Response: 60

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

Response: 3

4.1.2.2 Number of Classrooms and seminar hall(s) in the institution

Response: 5

File Description	Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Any additional information	View Document
Link to relevant page on the Institutional website	View Document

4.1.3

Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

Response: 19.31

4.1.3.1 Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
0.5	00	1.1	1.9	0.3

File Description	Document
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

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

Response:

The institution library has been partially computerized. It has been a photocopy facility in the library. The institution has been using inflibnet software from 2012 for the benefits of students and faculty. Unfortunately during Covid time the facilities work disconnected because long closure of the institution. Now again have been made to install.

Software included: the institution is subscribed Inlibnet N-list software e-resources and partially computerized automation with Easylib software 2003 version was adopted and now institution is willing update Modern Advanced software earliest.

The facility needed for students in the library includes internet, printing facility. The faculty and students can download information needed and use it for the teaching – learning purpose. The timings of the library is 9 am to 5 pm. The demand of the students for reference work the timings will be extended by an hour in the evening. In addition to this the students have been advised to visit SERIC, Bangalore university library, public libraries. The institution 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	Document
Bill for augmentation of library signed by the Principal	View Document
Any additional information	View Document
Web-link to library facilities	View Document

4.2.2

Institution has remote access to library resources which students and teachers use frequently**Response:**

The institution has adequate library facility we are using inflibnet software. In future the management has been requested to provide facility for Modern Advanced Library Model.

The institution has made attempts to utilize the academic services of NGO's – ITFC (I T for Change). They orient our students on different software available educational software and developing teaching – learning content using this software.

The faculty conducts orientations/workshops on PDL (Personal Digital Library).

PDL links: IT for Change NGO is actively involved in our education, providing special workshops online and offline for teachers and students on using free and open software for learning. By using OER (Open Educational Resource) teachers and students were able to create PDL (Personal Digital Library) for self-learning and for their academic progress. Students log-in to moodle (IT for change) platform they can browse the material for their learning.

This exposure to PDL's makes the students to utilize its benefits. It functions parallel to remote access of library. And 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	Document
Details of users and details of visits/downloads	View Document
Any other relevant information	View Document

4.2.3**Institution has subscription for e-resources and has membership/ registration for the following**

- 1.e-journals**
- 2.e-Shodh Sindhu**
- 3.Shodhganga**
- 4.e-books**
- 5.Databases**

Response: C. Any 2 of the above

File Description	Document
Receipts of subscription /membership to e-resources	View Document
E-copy of the letter of subscription /member ship in the name of institution	View Document
Data as per Data template	View Document
Any additional information	View Document

4.2.4

Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

Response: 0.05

4.2.3.1 Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
0.04	00	0.09	0.04	0.10

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

4.2.5

Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 6

4.2.5.1 Number of teachers and students using library for Month 1(not less than 20 working days) during the last completed academic year

Response: 110

4.2.5.2 Number of teachers and students using library for Month 2 (not less than 20 working days) during the last completed academic year

Response: 183

4.2.5.3 Number of teachers and students using library for Month 3 (not less than 20 working days) during the last completed academic year

Response: 66

4.2.5.4 Number of teachers and students using library for Month 4 (not less than 20 working days) during the last completed academic year.

Response: 105

4.2.5.5 Number of teachers and students using library for Month 5 (not less than 20 working days) during the last completed academic year.

Response: 154

File Description	Document
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 last completed academic year with seal and signature of both the librarian and principal	View Document
Any other relevant information	View Document

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

- 1.Relevant educational documents are obtained on a regular basis**
- 2.Documents are made available from other libraries on loan**
- 3.Documents are obtained as and when teachers recommend**
- 4.Documents are obtained as gifts to College**

Response: B. Any 3 of the above

File Description	Document
Data as per Data Template	View Document
Any additional information	View Document

4.3 ICT Infrastructure

4.3.1

Institution updates its ICT facilities including Wi-Fi

Response:

The institution very well equipped computer lab with internet facility and wi-fi facility provided to faculty. All the computers are connected to the internet with LAN and WAN which are updated regularly and the students are divided into groups and designed to be used by everyone with the aim of making every student teacher take advantage of the ICT lab. The college will have an ICT lab right from the start. Since last five or six years NGOs like ITFC and Agastya International Foundation have been continuously coming with us to help student teachers in many ways, among them intellectual knowledge on many floors. They have cooperated in the matter of ICT and the utilization of the ICT lab.

The institution ICT lab till now had BSNL internet connection but now we have adopted ACT network which works at 50-250 mbps with good speed and security. The institution has equipped with Wi-Fi facility to access.

The institution is using Non-proprietary operating system UBUNTU- Libre Office instead of proprietary operating system which is free software helpful to use and access. Based on this there is lot of scope for students to know about free software and commercial software and their benefits.

There are some important free learning tools and subject tool software available in the computer lab;

- Libre Office Writer
- Libre Office Impress
- Libre Office Calc
- Libre Office Math
- Geo gebra
- Freeplane(Mind map/Concept Mapping App)
- Audacity
- h5p
- Adobe Express & Adobe firefly
- Kazam
- Geogebra
- Marble
- Stellarium
- PheT
- Tux painting
- Kdenlive
- OBS etc

Workshop classes on the benefits and steps to use these free software's are conducted by NGO trainers and college faculty in collaboration. This helps the students to increase their intellectual knowledge in the pedagogy subjects related to them and qualitative learning using software in teaching.

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

4.3.2**Student – Computer ratio for last completed academic year****Response:** 2.67

File Description	Document
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View Document
Data as per Data Template	View Document
Any additional information	View Document

4.3.3**Internet bandwidth available in the institution****Response:** 200**4.3.3.1 Available bandwidth of internet connection in the institution, in MBPS**

Response: 200

File Description	Document
Receipt for connection indicating bandwidth	View Document
Bill for any one month during the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant Information	View Document

4.3.4**Facilities for e-content development are available in the institution such as**

- 1. Studio / Live studio**
- 2. Content distribution system**

3.Lecture Capturing System (LCS)**4.Teleprompter****5.Editing and graphic unit****Response:** C. Any 2 or 3 of the above

File Description	Document
List the equipment purchased for claimed facilities along with the relevant bills	View Document
Data as per Data Template	View Document
Link to videos of the e-content development facilities	View Document
Link to the e-content developed by the faculty of the institution	View Document

4.4 Maintenance of Campus and Infrastructure**4.4.1**

Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

Response: 13.16

4.4.1.1 Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
0.04	0.04	0.65	1.81	0.049

File Description	Document
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View Document
Data as per Data Template	View Document
Any additional information	View Document

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

Response:

For all the physical facility available in the institution stock register are available. Each resources is managed effectively by a faculty member they provide information regularly to the principal to the principal regarding the maintenance of stock register in term the principal constitutes a audit committee to seek stock verification.

The different labs like psychology Lab, ICT Lab, Science Lab, are needed for students have been provided effective learning environment. The competency and the skill required for the student which using this facility will be provided by the concern teacher.

The various resources available in the college are managed and utilized by the faculty and the students optimum level each staff member is responsible and maintaining and utilizing the resources available the best classroom practices which are innovative, creative for the students.

The different committees like library sports newsletter, resource center are managed by faculty member and guidance by principal.

The principal and faculty have furnished chambers to concentrate on the academic work and also professional development.

The management has introduced CCTV surveillance for the effective monitoring of the various resources and administrative and academic work. It has helped both management and principal for the effective supervision of the institution.

File Description	Document
Any additional information	View Document
Appropriate link(s) on the institutional website	View Document

Criterion 5 - 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:

1. Career and Personal Counseling
2. Skill enhancement in academic, technical and organizational aspects
3. Communicating with persons of different disabilities: Braille, Sign language and Speech training
4. Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two
5. E-content development
6. Online assessment of learning

Response: C. Any 2 or 3 of the above

File Description	Document
Upload any additional information	View Document
Sample feedback sheets from the students participating in each of the initiative	View Document
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View Document
Photographs with date and caption for each initiative	View Document
Data as per Data Template	View Document

5.1.2

Available student support facilities in the institution are:

1. Vehicle Parking
2. Common rooms separately for boys and girls
3. Recreational facility
4. First aid and medical aid
5. Transport
6. Book bank
7. Safe drinking water
8. Hostel
9. Canteen
10. Toilets for girls

Response: B. Any 7 of the above

File Description	Document
Upload any additional information	View Document
Geo-tagged photographs	View Document

5.1.3

The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases such as

- 1. Institution has guidelines regarding redressal mechanism approved by appropriate statutory/regulatory bodies**
- 2. Details of members of grievance redressal committees are available on the institutional website**
- 3. Awareness programmes are conducted to communicate the guidelines for redressal of student grievances to teachers and students**
- 4. Provision for students to submit grievances online/offline**
- 5. Grievance redressal committee meets on a regular basis**
- 6. Students' grievances are addressed within 7 days of receiving the complaint**

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Samples of grievance submitted offline	View Document
Institutional guidelines for students' grievance redressal	View Document
Data as per Data Template for the applicable options	View Document
Composition of the student grievance redressal committee including sexual harassment and ragging	View Document

5.1.4

Institution provides additional support to needy students in several ways such as:

- 1. Monetary help from external sources such as banks**
- 2. Outside accommodation on reasonable rent on shared or individual basis**
- 3. Dean student welfare is appointed and takes care of student welfare**

4. Placement Officer is appointed and takes care of the Placement Cell**5. Concession in tuition fees/hostel fees****6. Group insurance (Health/Accident)****Response:** B. Any 3 or 4 of the above

File Description	Document
Upload any additional information	View Document
Report of the Placement Cell	View Document
Data as per Data template	View Document

5.2 Student Progression**5.2.1****Percentage of placement of students as teachers/teacher educators****Response:** 54.24**5.2.1.1 Number of students of the institution placed as teachers/teacher educators during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
43	10	10	19	46

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Appointment letters of 10% graduates for each year	View Document
Annual reports of Placement Cell for five years	View Document

5.2.2**Percentage of student progression to higher education during the last completed academic year****Response:** 31.11**5.2.2.1 Number of outgoing students progressing from Bachelor to PG.**

Response: 11

5.2.2.2 Number of outgoing students progressing from PG to M.Phil.

5.2.2.3 Number of outgoing students progressing from PG / M.Phil to Ph.D.

Response: 3

File Description	Document
Documentary evidence in support of the claim	View Document
Details of graduating students and their progression to higher education with seal and signature of the principal	View Document
Data as per Data Template	View Document

5.2.3

Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)

Response: 12.71

5.2.3.1 Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
9	8	5	3	5

File Description	Document
Upload any additional information	View Document
Data as per Data Template	View Document
Copy of certificates for qualifying in the state/national examination	View Document

5.3 Student Participation and Activities

5.3.1

Student council is active and plays a proactive role in the institutional functioning

Response:

The Institution maintain democratic norms and take opinion of the students to improve the academic standard of the college. It has constituted a student council, to provide opportunity for student to involve suggest and also air their grievances, with the head of the student council teacher. Later it will be taken up with the principal under special circumstances with the management. The Student Activity Centre is a bridge between the alumni student and also the principal and faculty of the college. Periodic meetings will be conducted by the representative of the student council with then staff in charge. They discuss and plan for various scholastic and co-scholastic activities to be conducted. This planning is in accordance with calendar of events of Bangalore University, Bangalore.

The Student Council is democratically elected body with the views of members. The entire activities are planned in accordance and carried out meticulously by student themselves under the guidance of staff in charge and faculty. They include morning assembly, writing thought for the day, important focused relevant information related to education. Synonym and General Knowledge questions presented for the benefit of other students.

To decentralized Student Council activity different subcommittee have been constituted by the faculty, they include Science Club, Social Science Club, Language Club, Literary and Cultural Committee, Sports Anti Ragging Cell, Anti Sexual Harassment Cell, Grievance and Redressal Cell, Placement Cell, Parent Teachers Association, alumni Association, Equal Opportunity Cell, Human Rights Cell Guidance and Counselling and Research Cell etc.,

The different sub committees will plan and arrange various activities like National and International Significant days like, International Women's Day, World Environment Day, International Yoga Day, Human Rights Day, National Science Day, National Space Day, Gandhi Jayanthi, Lal Bahaddur Shastri Jayanthi, Teachers Day, Birth Anniversary of Smt.Savithri Bai Phule, Festivals Like Makara Sankranthi, Dasara festival, Ganesha festival and also observance of Kargil Vijaya Diwas, Hindi Diwas, Martyrs' Day and many more,

The Institution organises skill development programme, Communication Skill, nurturing leadership qualities. In all these programmes the students participate and support is maximum. In addition, the institution organizes the most important programmes in the college of education is Educational Excursion and Community living Camp. Both these activities are planned and implemented under the supervision of faculty. The Community living Camp helps the students to develop qualities like leadership, dignity of labour, team spirit, empathy, understand each other, cooperation and also participate in various Cultural activities like dance, drama, street play, tableau, fancy dress, mime and many more.

The Student Council provides various opportunity for its members to unearth their talents and also take the message, later to the internship schools and implement them. The theoretical expression is translated into practical outcomes. To safeguard the welfare of students we organise career guidance, mentoring services and personal counseling for students to appear for different competitive exams, which are conducted by the department for recruitment of teachers. This has helped many of our students get benefitted.

File Description	Document
List of students represented on different bodies of the Institution signed by the Principal	View Document
Documentary evidence for alumni role in institution functioning and for student welfare	View Document
Copy of constitution of student council signed by the Principal	View Document

5.3.2

Average number of sports and cultural events organized at the institution during the last five years

Response: 3.4

5.3.2.1 Number of sports and cultural events organized at the institution during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
9	5	3	0	0

File Description	Document
Reports of the events along with the photographs with captions and dates	View Document
Data as per Data Template	View Document
Copy of circular / brochure indicating such kind of events	View Document

5.4 Alumni Engagement

5.4.1

Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution.

Response:

Alumni association plays very important role in the development and success of the college. Whether the association registered or not it serves as a vital link between past and present student teachers. The members of the association enhance the reputation of the college support present students, contribute overall development of goals of the institution. This association is instrumental in the development of the college. It provides motivation for the present student teachers of the institution, enhance the

infrastructure of the college, involve in transacting curriculum transaction and many more. It helps to equip the present student with required skills, preparing them for their future professional life. Their contributions not only for the benefit of students but also helps to get ready for their future profession.

Many talented alumni help the current batch students through talks and meetings. They share their experiences and offer practical support in placement. They spend their valuable time to offer career support, it enhances the current students experience and guides them to face current competitive world. It is one of the great sources to get placement opportunities to the student teachers.

The Institution has established an Alumni Association to keep the academic track of our past students. The Principal is the Director of the Alumni Association and the Convenor Dr. Veena M.S. The member of the association visits the college during general body meeting and share their experience as teachers. It motivates our present students to take up teaching profession with passion. The alumni participate in the important events of the college like Campus selection, Association Day. It has built a strong bondage with the institution and the faculty. Because of centralised admission in recent years most of our students from Kalyana Karnataka region, even though they have lot of affinity to the college because of the distance they find it difficult to participate on Alumni Association meeting and in special events of the institution.

Two Significant events where our alumni participate are, placement programme for the present students. After the final examination some of our alumni visit our college to select, guide and place all students in various institution. Some famous alumni working as Head Masters/Mistress, co-ordinators and also, they have started their own institutions. This event is a boon for a present student to get placement. Faculty members have WhatsApp group in all the batch student teachers. Alumni send the information through WhatsApp to appoint teachers in their own school or for other institution also. This is how membership of alumni is gradually increasing.

Community Living Camp

The significant and most liked activity in a college of education is Community Living Camp because it is conducted in rural environment in the midst of nature, known for environmental and cultural diversities. The college extends its invitation to many alumni. Some of them who are residing in the local community where the Community Living Camp is planned and conducted visit and take part in the activities of the camp.

Apart from these two significant contributions they involve in many more activities of the institution. They are motivating fresh entrants of the college by sharing their experience and inspire to foster a positive learning environment. They involve in Inter collegiate literary, in-house curriculum development, cultural and sports competition, guide for the preparation of many competitive examinations like TET, CTET, CET, NET, SLET, and many more. Faculty members interact with alumni to elicit feedback about present curriculum, relevance of the course content, teaching methods, expectations of the society and many, it helps to incorporate different innovative method in teaching learning, guides fresh student teachers to use the same during school internship, and prepare variety of instructional materials for their lessons like low cost no cost, best out of waste, use of ecofriendly materials based on the needs of the community.

The members of Alumni Association involves in various committees of the institution for the smooth conduct of all activities of the institution. They give feedback, involve in admission of the students,

motivates freshers, prepares them to become better teachers in future, counsel students for employment, involve in cocurricular activities as judge in competitions, involve in preparation of magazine of the college, outreach activities and in many activities of college to reach its goal.

File Description	Document
Upload any additional information	View Document
Details of office bearers and members of alumni association	View Document

5.4.2

Alumni has an active role in the regular institutional functioning such as

1. **Motivating the freshly enrolled students**
2. **Involvement in the in-house curriculum development**
3. **Organization of various activities other than class room activities**
4. **Support to curriculum delivery**
5. **Student mentoring**
6. **Financial contribution**
7. **Placement advice and support**

Response: C. Any 2 or 3 of the above

File Description	Document
Report of alumni participation in institutional functioning for last completed academic year	View Document
Documentary evidence for the selected claim	View Document

5.4.3

Number of meetings of Alumni Association held during the last five years

Response: 8

5.4.3.1 Number of meetings of Alumni Association held during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2	2	2	2	0

File Description	Document
Data as per Data Template	View Document
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View Document

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.

Response:

Alumni is participate in significant events of the institution, they act as academic and support bridge between the present students and the alumni. By observing the interest, enthusiasm and professional zeal of our alumni the present students keenly observe them and absorb their level of motivation, talent and involvement in the academic process. They also pick special talents from our alumni and carry them forward. We also invite alumni for giving demonstration lessons for the benefit of our present students. After observing their lessons, the present students are highly motivated to become teachers like them.

They also influence the aspirants of B.Ed to take admission in our college because of the influence, dedication of the faculty. The involvement of alumni in the inter-collegiate competitions conducted in college is of highest order. They support the institution in all the ways possible to make this event memorable by the active participation. All these events help our present students to get inspired to be like them in their future career.

File Description	Document
Upload any additional information	View Document
Documentary evidence in support of the claim	View Document

Criterion 6 - 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

Response:

Vision:

- To create professionally committed and ethically strong teachers, who develop into highly skilled human resources.
- To become a centre for excellence for lifelong learning, professional development and personal growth of teachers who ultimately become innovative and reflective practitioners in our global technological society.

Mission:

- To train competent and dedicated professionals equipped with skills required for effective teaching-learning, who will inculcate moral and spiritual values with responsibility and love in the students.
- To provide teachers with holistic and quality school -based teaching learning experiences by using innovative techniques, varied instructional strategies and inter-disciplinary methods including ICT to cope with the competitive world.

The college aims to transform aspiring teachers into professionally competent and ethically sound teachers. Institution dedicated to cultivate a community of teachers who are highly skilled and deeply committed. Our vision goes beyond classroom excellence, focusing on developing reflective practitioners through lifelong learning, ultimately preparing them to contribute their best to the global technological society.

Our mission is also centred on developing competent and dedicated teachers, later they organise effective teaching-learning process while imparting social and moral values. It aims to foster a sense of responsibility and commitment among students to learn and implement academic values.

To achieve this transformation, priority is given for enriching students' learning experiences, using innovative instructional strategies, it includes the integration of Information and Communication Technology (ICT).

The governance of the institution is characterised by a collaborative and inclusive approach, with a strong emphasis on participatory decision-making. This process of decision-making involves

management, the principal, teaching and non-teaching staff, alumni, parents, students and other stakeholders. The stakeholders have a voice in sharing and shaping the institution's policies and regulations, aligning with our vision and mission.

The perspective plan of the institution is closely aligned with the vision and mission statements, focusing on continuous improvement and innovation in the teaching-learning process. This involves the planning, execution, and evaluation of various activities through the B.Ed programme, and also reflecting the commitment to achieve the institutional goals.

The participation of the faculty is a crucial factor in creating a conducive learning environment that meets the multifaceted challenges faced by the students. The principal, faculty and non-teaching staff actively contribute to formulate institutional policies through their involvement in various committees. The collaborative effort ensures that decision-making and student welfare are the top most priority while designing institutional framework

The students are an integral part of the institution's governance framework, institution place a greater importance on student feedback in decision-making and planning activities for the student activity centre the course provides various activities including extension services

Students are encouraged to take an active role in determining the nature of activities and extension services provided throughout the course. It provides inspiration to students to take active part in the activities of the institution.

The institution is committed for fostering a collaborative and inclusive governance framework by involving all stakeholders. The participatory approach of all stakeholders helped the institution in the process of decision-making by incorporating diverse views to realise the vision of developing highly skilled teachers for lifelong learning. They may make a positive impact on the global society.

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

6.1.2

Institution practices decentralization and participative management

Response:

All the stakeholders of the institution show active involvement in the process of decentralisation and participatory management approach. This is with a belief for promoting collective leadership and commitment to realise the vision and the mission of the institution. A Scientific and systematic way of achieving the participatory management approach is well practiced in the institution, For effective and smooth functioning of the participation of various stakeholders in the management of the institution. The following committees and cells are constituted in the institution:

- Admission Committee
- Governing Council
- Internal Quality Assurance Cell
- Student Activities Committee
- Academic Council Committee
- Internship Programme Committee
- Library Committee
- Guidance Counselling Cell
- Alumni Association Committee
- Grievance Redressal Cell
- Anti Ragging Cell
- Sexual harassment cell/ Internal Complaint Committee
- SC/ST Cell
- OBC Cell
- Minority Cell
- Energy Conservation Cell
- Sports Committee
- Cultural & Literary Activities Committee
- Community Living Committee
- Test & Examination Committee
- College Discipline Committee
- Green Audit Committee
- Academic and Administration Audit Committee
- Placement Cell
- Research Cell
- Human Rights Cell
- Equal Opportunity Cell

At the beginning of the academic year, staff meeting has been conducted to reconstitute different Committees and Cells on rotation basis to provide an opportunity to all the faculty to get experiences. The conveyors of the concerned cell coordinate with the principal and carry forward the activities to be conducted according to the vision and mission of the institution. The feedback from the stakeholders on the performance of various cells will be collected by the IQAC Coordinator on the guidance of the principal.

To cite examples: the Student Activity Center of the institution constituted by following the democratic norms functions under the guidance and the supervision of the principal. They prepare the calendar of events for the academic year by following the calendar of events prescribed by Bangalore University.

Ex:2 The committee for the internship plans the three phases of the internship programme under the guidance of the principal, suggestion from the faculty, alumni the Headmasters of the Internship schools,

and other stakeholders. During the different phases of internship at most care is taken to maintain quality and standards by introducing innovations and use of ICT in the classroom practices. The functioning of all the cells is monitored by the principal in coordination with the IQAC Coordinator

File Description	Document
Relevant documents to indicate decentralization and participative management	View Document
Any additional information	View Document
Link for additional information	View Document

6.1.3

The institution maintains transparency in its financial, academic, administrative and other functions

Response:

The institution maintains complete transparency in financial, academic and administrative functions to ensure the achievement of vision and mission by making all stakeholders accountable.

Transparency in Financial functions

The budget for the academic year by considering the revenue and expenditure will be prepared by the principal and the office. It will be placed in the governing council meeting and approval will be taken. Immediate expenses needed day to day is sanctioned by the principal on request by the administrative staff.

Transparency in Academic functions

The academic functions of the institution is carried out as per the guidelines of the Bangalore University, NCTE and UGC. A detailed calendar of events is prepared in correlation with the Bangalore university calendar of events. This will be placed in the governing council meeting and approval will be obtained. The scholastic and co-scholastic activities are carried out according to Bangalore University, calendar of events and also calendar of events prepared by the institution. The faculty of the college enjoys academic autonomy to carry out the teaching learning transactions.

Transparency in Administrative functions

The policy of admission in the govt. of Karnataka is 75 percent govt. seats and 25 percent management quota. 75 percent of seats are made by the Centralised Admission Cell(CAC). For filling 25 percent notification will be given on the college website. The fee structure of the management is according to the govt. guidelines. Periodic governing council meetings will be held to give feedback to strengthen the administrative and academic practices of the institution. The Local Inquiry committee of the University visits the college and grants affiliation. The college submits regular performance appraisal reports to the

NCTE. The data pertaining to the administration of the institution is submitted to the All India Survey for Higher Education (AISHE) of the Ministry of Human Resource Development (MHRD). All the major administrative decisions will be taken up by the principal under the guidance of the management by discussing with faculty and other stakeholders.

File Description	Document
Reports indicating the efforts made by the institution towards maintenance of transparency	View Document
Any additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic plan is effectively deployed

Response:

The institution has formulated a progressive and strategic plan to make best teacher education institution in the state of Karnataka. It always strives to develop student-teachers into efficient skillful teachers with content mastery, techno-savvy, and humane values. In this process the significant institutional strategic plan effectively deployed was Introducing ICT Integration in Teaching learning by collaborating with the help of an NGO-IT for Change, NGO. This linkage created tremendously zeal and interest among student teachers in enriching the techno skills in general and mastery of the subject in particular. This was a unique programme in teacher education that as been planned and started in the year 2020 to find a solution and fill the gaps in knowledge transactions during Covid-19. But, later its significance is analysed by the institution ,hence the institution continued the Memorandum of Understanding (MoU) with the NGO. The ICT Integration in teaching learning course includes exposing student teachers to basic computer skills like working with Text, presentation and graphical representation apps, connecting resources (identifying OER and Non-OER materials among the available e-sources) Creating PDL (Personal Digital Library), learning to classify the web resources into copyrights reserved® and Creative Commons Share-Alike (CCSA), Subject tools (Geogebra, PheT, Marble, Stellarium, etc), Creating audio resources by using Audacity, Video making tools (Kazam. OBS, Kdenlive) Freeplane app to create beautiful and comprehensive Concept maps as well as creating interactive content by using lumi-H5P and using Google Classroom (GCR) and MOODLE-LMS as e-platform for virtual classroom, along with all these learning exposures student teachers trained to create e-tests by using google forms and other e-testing tools like testmoz, quizzes etc. By introducing student friendly programmes, it proves to be one of the best measures to enhance the student teachers' competencies, and also provided exposure to Adobe tools like Adobe Express and Adobe firefly to create customized presentations. This strategic plan helped the institution to establish IT based learning in the institution.

File Description	Document
Documentary evidence in support of the claim	View Document
Link to the page leading to Strategic Plan and deployment documents	View Document

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.

Response:

The success of institution is the outcome of effective and efficient functioning of institutional bodies. They are made visible through several key aspects such as institutional policies, administrative setup, procedure of appointment and following service rules, and procedures. Policy matters of the institution include admission of students, curriculum planning and transaction, outlining the functioning of various cells and committees, examination procedures, green initiatives and student welfare measures, etc. All these policies are on par with the rules and regulations laid down by the concerned education departments. The clear and well-defined policies ensure consistency and innovations in carrying out the various activities throughout the academic year. these policies are regularly updated based on the feedback obtained from the stakeholders.

The administrative setup of the institution includes management committee, governing council, administrative staff, staff council and support staff. A systematically defined hierarchical decentralization of the administrative duties among the different stakeholders through structured organogram indicates the clear roles and responsibilities help to avoid the overlapping in the process of execution of the task.. The effective integration of technology services and apps for record keeping, dissemination of information, and other tasks are streamlining in the successful completion of the task. It helps in avoiding unnecessary delays in work.

The appointment and service rules for teaching and non-teaching staff have been done as per KCSR (Karnataka Civil Services Rules). The leave policy of the employees in aided institution is monitored as per the KCSR. The professional development, promotion, AGP enhancement of the faculty are the indicators for career progression of the faculty. It maintains the institution stability and motivation of the employees.

The institution's standard operating procedure include the admission process, carrying out outreach and extension activities, conducting various meetings of different bodies, cells and committees, organizing internship programmes. establishing linkages. conducting tests and examinations and providing student support systems etc, are done under the leadership of the principal by taking the approval of the management and governing council of the institution.

This process helped in maintaining effectiveness and safeguarding efficiency of the teacher education programme by involving continuous and comprehensive feedback from the various stakeholders.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document
Link to Organogram of the Institution website	View Document

6.2.3

Implementation of e-governance are in the following areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination System**
- 6.Biometric / digital attendance for staff**
- 7.Biometric / digital attendance for students**

Response: B. Any 5 of the above

File Description	Document
Screen shots of user interfaces of each module	View Document
Geo-tagged photographs	View Document
Data as per Data Template	View Document
Annual e-governance report	View Document

6.2.4

Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions / decisions.

Response:

The institution constituted various bodies, cells, and committees for its effective functioning. These well-structured administrative and academic bodies, committees, and cells are responsible and accountable for discussing, formulating the plans of action, and executing them with proper decision-making. Different committees and cells are responsible for the smooth functioning of the various tasks of the institution. This is monitored by the IQAC. The Student Activity Centre is responsible for the planning and execution of co-curricular activities throughout the program like conducting morning assembly with an innovative approach and planning and preparing an action plan/calendar of events for the activities at the beginning of the academic year and executing all of them on par with the plan by conducting frequent meetings and at the end of course completion of each batch. There will be a presentation of visual reports of the two-year journey of the B.Ed programme, It acts as perfect evidence for the achievement of the

Programme Outcomes and Course outcomes. The internal compliance cell and Anti-ragging cell of the institution prevent all sorts of harassment of students in and around the institution. Equal opportunity cell, Human rights cell, SC/ ST cell, OBC cell, and Minority cell function to take care of each and every student's educational needs by providing them with the required help and services by making resolutions in the respective cell meetings.

No student was left unattended in the process of execution of various curricular and co-curricular activities throughout the academic year. The placement cell and its resolutions are promising in providing a platform to enhance professional skills by conducting personality development and career guidance activities through expert talks, and workshops for the outgoing student teachers. This helps them to prepare to face the challenging tasks in the future either in the profession or in the process of continuing higher education. The alumni association is active functioning. the meetings and resolutions always strive to involve alumni to motivate the present students to achieve higher academic standards in their careers. The institution also provide guidance to prepare student-teachers for competitive examinations like TET, CTET, SLET, NET and teacher recruitment exams. The connection and involvement of students in the institution is significantly viewed in the organization of Intercollegiate Literary, Sports and Cultural activities regularly. The institution organises outreach programmes and Community Living Camp are noteworthy. The resolutions of the governing council meeting resulted in establishing linkages with the organisations like IT for Change, NGO, Agastya International Foundation and Saphthami Trust by undertaking MoUs to conduct qualitative porgrammes for students to develop various professional and technical skills. This happens because of zeal and the interest of the principal and the faculty through various cells and committees constituted to enhance the effectiveness of the programme and course outcomes.

File Description	Document
Minutes of the meeting with seal and signature of the Principal	View Document
Any additional information	View Document
Action taken report with seal and signature of the Principal	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Welfare Measures for the Teaching staff:

- Encouraging the faculty to participate in the faculty development programme in face to face or

online mode to enrich their professional knowledge.

- Protecting the interest of the employees by providing academic autonomy and also introducing several welfare measures
- Annual increments are sanctioned on time.
- Leave rules for the aided faculty are provided as per the UGC guidelines
- Providing opportunities for faculty to get eligible for promotion under CAS Scheme
- Staff members are encouraged to enrich their knowledge and skills by participating in seminars/workshops at different levels
- Encouraged to organize faculty development programmes.
- Teaching staff were encouraged to pursue Ph.Ds by granting NOC from Management and by providing leave whenever they are in need by making tentative arrangements in the timetable.
- Provision to participate in honorary paid services like resource persons, judges of the competitions, and Academic Counsellors of the IGNOU B.Ed. MA in Education and Post Graduate Diploma Courses, Competitive examination question paper setting and scrutiny duties by granting OOD facility or through permissions in the college hours by adjusting or rearranging timetable.
- Sanction of OOD facility to participate in BOS, BOE, and University Exam Question paper scrutiny work.
- Recognising and appreciating the faculty for their contribution in publications and undertaking action research projects.
- Superannuation of staff members is celebrated with a sense of gratitude
- A cordial and employee-friendly environment to provide job satisfaction at the institution is emphasised.
- Organising awareness programmes and expert talks in various areas such as Yoga & wellness. Health awareness programmes, Managing financial resources, Digital transactions and banking, professional skill development programmes Mental Health & Hygiene programmes.
- Motivational talks to harvest their potential to achieve professionally sound individuals etc and that helps each faculty member to lead their professional and personal life by adopting to sustainable lifestyles.
- Providing well-ventilated staff rooms, clean drinking water facilities, and hygienic restrooms.
- Honouring the faculty when they achieve professional landmarks, like awardees taken of appreciating when they are awarded Ph.D degree.
- Celebration of Teacher's Day to boost the professional morale to appreciate their service by arranging teachers' get-togethers and presenting a token of gratitude through momentous/ gifts along with words of appreciation from the management. The appreciation from the management itself is an honour and the award for the faculty.

Welfare Measures for the Non-Teaching staff:

- Providing leave facility as per the Karnataka Civil Service Rules
- Helping them to get financial benefits as per the Govt. rules.
- Providing training programmes to develop technical and managerial skills
- Directing them to participate in general awareness programmes like health & hygiene, financial management, Digital transaction and digital banking, yoga, and wellness programmes etc along with the teaching faculty.
- Treating them with dignity, irrespective of their position and status in the institution.
- Encouraging them to save financial resources to secure their retired life as the aided staff are not coming under the pension scheme.

- Provision of Employees State Insurance Scheme (ESI)
- Providing financial support for those who approach the management when they are in need.

File Description	Document
List of welfare measures provided by the institution with seal and signature of the Principal	View Document
List of beneficiaries of welfare measures provided by the Institution with seal and signature of the Principal	View Document
Any additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the last five years

Response: 0

6.3.2.1 Number of teachers provided with financial support to attend seminar / conferences / workshops and towards membership fees of professional bodies during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

6.3.3

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

Response: 13

6.3.3.1 Total number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
02	07	01	03	0

File Description	Document
Data as per Data Template	View Document
Brochures / Reports along with Photographs with date and caption	View Document

6.3.4

Percentage 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

Response: 82.35

6.3.4.1 Total 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 during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
7	7	7	6	1

File Description	Document
Data as per Data Template	View Document
Copy of Course completion certificates	View Document

6.3.5

The institution has a performance appraisal system for teaching and non-teaching staff

Response:

The institution has a systematic procedure to assess the performance and capabilities of both teaching and non-teaching staff. The institution developed a performance appraisal format for teaching and administrative staff. The performance of the teaching faculty is assessed through supervision, interaction, observation, and efficiency in carrying out the task given on time. The principal will monitor the progress and performance of the faculty in staff council meetings in turn the principal reports the performance appraisal report of the faculty to the management for further action. This helps the management to safeguard the service conditions according to the UGC guidelines from time to time. The performance of the non-teaching staff is observed, monitored, and reported by the principal to the management periodically. By keeping this performance Appraisal report, management will verify the performance of the nonteaching faculty, if their performance is good, appreciation will be done, if it is not up to the mark, suggestions for future improvement given orally. This process of performance appraisal helps the

principal and management.

Performance Appraisal system for the Teaching staff and Non-teaching staff

Every year the principal collects the self-appraisals supports from the faculty members in the a format for promotion under career advancement scheme; it will be assessed through API score set by the guidelines of UGC and the same will be documented under IQAC of the Institution. Principal regularly monitors the progress of the professional development of faulty members. The teaching standards of the faculty are assessed by the principal through collaborative approach through the mechanism of feedback from student teachers . During orientation programmes at different phases of internship programme and demonstration lessons prior to school internship programme, the principal, students and colleagues participate in the open feedback sessions. Which inturn brings constructive improvement in their professional growth. Along with this principal and management provides regular personal feedback to the staff in the areas required to be improved such as teaching, attitude and extension activities, work culture.

File Description	Document
Proforma used for Performance Appraisal for teaching and non-teaching staff signed by the Principal	View Document
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal or/and external financial audit regularly

Response:

At the beginning of the academic year, the institution prepares a budget by keeping the revenue and expenditure. This will be discussed in the Governing council meeting and approved. It follows transparency in financial management. There will be both internal and external audits to verify the spending of revenue generated. The normal practice is to conduct audits both internal and external once in a year. The internal auditor ensures the tax filing by the faculty, TDS deductions, and other financial matters, it is a mandatory component in private aided institutions. External audit will be done by the regional Joint Director office. Their guidance and feedback help the institution.

File Description	Document
Report of Auditors of last five years signed by the Principal	View Document

6.4.2

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

Response: 0

6.4.2.1 Total funds received from non-government bodies, individuals, philanthropists during the last five years (INR in Lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Data as per Data Template	View Document

6.4.3

Institutional strategies for mobilization of funds and the optimal utilization of resources are in place.

Response:

The management offers B.Ed programme and CBSE School in the campus. The institution is a grant-in-aid institution, the salary of the principal, faculty and non-teaching staff is paid through HRMS- K2 Treasury. The other source of income is the fee obtained from students' admission. The admission policy of the aided college is a 75:25 ratio (75 percent of seats are Government quota and 25 percent of seats are Management quota seats). For the 25 percent of seats collected by the management under management quota is very meagre and utilized for the development of the institution. The institution does not have other means of financial resources, but attempts have been made to mobilise the financial resources to enrich the infrastructure, library, different labs, academic activities and other day to day expenditure. At present Sri Sarvajna Education Society is dedicated to renovate the building of both the College of Education and the school by providing all the faculties needed according to the norms of NCTE and CBSE respectively. The Sri Sarvajna Education Society is making all the efforts to generate funds in the coming years.

File Description	Document
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	View Document

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

Response:

Streamlining Academic Practices:

The Internal Quality Assurance Cell was established on 20th February 2010. Its main focus is on maintaining, justifying quality and standards on both the administrative and academic functioning of the institution. To carry out this task forward, IQAC plans for feasible, flexible academic programmes for the faculty and student teachers. The Quality measures launched by IQAC are:

- Organising curricular and cocurricular activities in a planned and systematic manner
- Emphasis on Skill development programmes for students- communication skills, teaching skills, techno skills, preparation and use of instructional material, practicing innovative methods of teaching. ICT integration in teaching-learning, Exposure on e -subject tools-Geogebra. PhET, Marble, Stellarium etc
- Enhancing Students competencies and skills in developing e-resources by using Audacity, Kazam. Kdenlive, OBS, H5P, Adobe Express , Adobe Firefly etc.
- Organising the national/state/ university level seminar/ conference/ workshops on the need based areas.
- Motivating the faculty to participate in the FDP to enhance their knowledge with the present trends in exposure of knowledge.
- Whenever the faculty attend /participate Faculty Development Programme of any kind, an inhouse presentation is made mandatory to share their knowledge to enrich other faculties knowledge and skills.
- Encouraging the faculty members to participate in the extension activities to serve as a resource persons for various programmes in different organization and at different levels.
- Providing the opportunity for the faculty to participate and present papers in various seminars/ conferences at various levels.
- IQAC organised National level Webinar on NEP 2020 and National level Workshop on Techno

pedagogical skills to enable participants to acquire knowledge and skills respectively needed for inspiring their competencies.

- Inspiring faculty to enhance Qualifications- out of Seven faculty six of them are doctoral scholars and one is pursuing the doctoral degree.
- Encouraging the faculty to publish papers in leading educational journals.
- The institution to develop linkages with the other organisations- like IT for Change an International NGO, Bengaluru and Agastya International Foundation, Bengaluru with Memorandum of Understanding (MoU) for the academic improvement and skill enhancement of students and teachers.

Streamlining Administrative Practices:

- Organising the Training programmes for administrative and technical Staff on need based areas- maintaining office records and file.
- Equipping them with recent techno skills and e-governance skills.
- Conducting administrative and academic audits.
- Introducing a democratic pattern of administration by decentralising the administrative and supporting staff functions in the institution.
- Creating a healthy environment in the institution by providing cooperative and collaborative relations among teaching and non-teaching staff by organising workshops on stress management, emotional wellbeing, work ethics, time management, happy living etc.

Sustaining Quality Culture:

- IQAC activities conducted results in effective learning outcomes among the stakeholders. To evidence IQAC has developed feedback forms, and judgment criteria for all the academic and non-academic activities to obtain data from the stakeholders. The feedback obtained resulted in improving and maintaining the quality concern in the institution. This was the main agenda of the IQAC.

File Description	Document
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View Document
Any additional information	View Document
Link for additional information	View Document

6.5.2

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

Response:

IQAC of the college reviews its teaching -learning process periodically by following several methodological footsteps such as:

- Establishing adequate facilities to enhance the effectiveness of teaching-learning processes such as spacious, well-equipped classrooms, Laboratories with required facilities and equipment, updated resources in the Library, ICT facilities such as Smartboard, LCD Projectors, Sound Systems in the classrooms, Computer Lab with UBUNTU Operating System and OER Software and Subject tools. All the faculty members have participated in the B.Ed CBCS syllabus revision as a chair persons and members of various question papers.
- **Preparation of full pledged plan** – By keeping the Calendar of events of Bangalore University and the institution, an IQAC plan an action to execute curricular, co-curricular activities, extension activities, and outreach activities on par with the university calendar of events.
- Providing a good environment for the faculty in using e-resources for teaching, learning, and testing – this enabled the faculty members to use ZOOM, Google Meet, Big Blue Button(B3), Google Classroom, MOODLE-LMS, creating YouTube channels, Google Docs, Google Sheets, Google slides, Subject tools, creating customised presentations using presentation tools, using Google forms as data gathering tools as well as a testing tool, Testmoz, Mentimeter, Hot Potatoes, Kahoot, Socrative, Quizizz etc. All these recent technology orientations by resource persons and by the faculty inhouse presentations and discussions made faculty to upskill during and after covid 19 by expanding their capabilities. Which resulted in producing student teachers with the updated skills and competencies.
- The IQAC initiation in reviewing the methods of teaching adopted by faculty while organizing teaching resulted in enhancing the use of innovative methods of teaching in their respective courses as well it is extended to orient student teachers before the school internship programme and student teachers are provided autonomy to practice at least two innovative methods of teaching like Cooperative Learning, Team Teaching, Diagnostic Prescriptive Teaching Cognitive Conflict, Reflective Teaching, Experiential Learning, Brainstorming, Inquiry Training Model, Station Teaching, Blended Learning, etc.
- The faculty members use ICT integration while organising the teaching-learning process. IQAC conducts periodic academic audits to maintain quality and sustainability. As a result of this, it suggests changes if any for the individual faculty or to the overall functioning of cells/committees to enhance its effectiveness.
- The remarkable improvement in the quality of academic inputs has resulted in: (i). The success of the effort made by IQAC in enriching the quality of the teaching-learning process resulted in an increased percentage of student teachers clearing CTET and TET examinations and the majority of the student teachers get placement in the reputed institutions after completion of the course.
- (ii). Student teachers securing good number of ranks in the university examination in subsequent years.
 - IQAC developed several feedback forms for students- Teacher Readiness Tool (TRT). Content Awareness Tool. Semester-wise feedback forms, Alumni feedback forms, Practice teaching school teachers & Headmasters feedback forms, Overall course outcomes feedback form judgment criteria for the various Cultural, Sports, and Literary activities, employer's feedback forms, etc to ensure obtaining

the feedback for further defining the quality and its sustenance of various academic and non-academic activities.

File Description	Document
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View Document

6.5.3

Average number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the last five years.

Response: 19.4

6.5.3.1 Number of quality initiatives taken by IQAC or any other mechanism for promoting quality during the last five years.

2023-24	2022-23	2021-22	2020-21	2019-20
32	35	14	06	10

File Description	Document
Report of the work done by IQAC or other quality mechanisms	View Document
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View Document
Data as per Data Template	View Document
Link for additional information	View Document

6.5.4

Institution engages in several quality initiatives such as

- 1. Regular meeting of Internal Quality Assurance Cell (IQAC) or other mechanisms; Feedback collected, analysed and used for improvements**
- 2. Timely submission of AQARs (only after 1st cycle)**
- 3. Academic Administrative Audit (AAA) and initiation of follow up action**

4. Collaborative quality initiatives with other institution(s)**5. Participation in NIRF**

Response: A. Any 4 or more of the above

File Description	Document
Feedback analysis report	View Document
e-Copies of the accreditations and certifications	View Document
Data as per Data Template	View Document
Consolidated report of Academic Administrative Audit (AAA)	View Document
Link to the minutes of the meeting of IQAC	View Document
Link to Annual Quality Assurance Reports (AQAR) of IQAC	View Document

6.5.5

Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives

Response:

For first cycle:

Describe two examples to show incremental improvements achieved within the institution during the last five years in not more than 500 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 500 words each

Response:

The Internal Quality Assurance Cell of our institution has been contributing significantly to enhance the quality in different dimensions of the B.Ed Programme, after the first cycle of Assessment and Accreditation of NAAC such as:

1.Administrative programmes:

- Library and Lab facilities
- Campus facilities.
- Organizing University /State/ National level Seminar/ Conference and Workshops

- Administration functions etc

2. Academic Programmes:

- Effective Teaching -learning process
- Skill development
- Research activities
- Student and faculty orientation programmes
- Establishing linkages
- Strengthening the different phases of Internship programme
- Strengthening ICT skills among students and staff
- Academic achievement of students
- Professional growth of the faculty
- Preparing student teachers for an Inclusive education system
- Training students on Inclusive education techniques- Adaptations, Accommodation, and Modifications.
- Extension activities
- Outreach programmes
- Community-based surveys and awareness programs

First Example: Enhancing teaching competencies of student teachers by Introducing Innovative Methods of Teaching.

The planning, execution, and evaluation of innovative methods of teaching by the faculty while organizing teaching teaching-learning process in their respective papers resulted in increased participation and development of higher-level abilities, social skills, and experiences among learners. By considering the positive impact of using novel methods of teaching, IQAC planned to integrate the same to orient student teachers prior to the School internship programme by conducting workshops on various innovative methods of teaching by the faculty members Since B.Ed 2017-19 batch student teachers upto the present batch students were given exposure on innovative methods of teaching like Collaborative Learning, Cooperative Learning (Base groups, Jigsaw technique, Think-Pair-Share, STAD, Round Robin table, etc), Team Teaching, Experiential learning, Flipped classroom, 5E Model, Diagnostic-Prescriptive Teaching, Station Teaching, Cognitive Conflict, Reflective Teaching, Blended Learning, ICT Integration, Models of Teaching-Inquiry Training Model, Concept Attainment Model etc., to enhancing teaching competencies of student teachers by widening their knowledge and professional skills. Apart from practicing lessons based on the evaluation approach, student teachers are given autonomy to practice a minimum of four innovative methods of teaching. This mechanism enhances student teachers' skill development concerning to teaching competencies.

Second Example: Setting a benchmark in Students' Academic Achievement and Faculty's professional development

Institution achieved a benchmark through students' achievement in university examination results by securing good number of ranks in subsequent academic years, this is possible because of the dedicated faculty, suitable facilities, and a motivating principal. Each year's results create a positive impact on student teachers who pursue B.Ed programme at present. The good practice of the institution is to honour

these academic toppers during the inauguration of the fresh batch, it acts as a quality culture of the institution along with instilling aspiration and goal setting among students.

The other success story of the institution after the Ist cycle NAAC was enhancing the qualification of faculty members to ensure professional development. Out of seven faculty, only one faculty had Ph.D during the first cycle. NAAC. Peer team suggested that all faculty should take up reseach with now out of seven faculty all are Ph.D's except one, he is also pursing his Ph.D programs. They made observations to improve in this dimension. It's a proud moment for an institution where all the faculty received Doctoral degrees.

File Description	Document
Relevant documentary evidence in support of the claim	View Document
Link for additional information	View Document

Criterion 7 - 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

Response:

The institution is always committed to formulate policy matters of various cells, committees, and as well as general rules and regulations on par with sustainable goals and social responsibilities. The well-stated energy conservation measures are familiarised to the stakeholders through various means. The institution's culture and practices help to create awareness among students and faculty about the ways and means to follow energy conservation.

Students are oriented about the institution's rules, regulations, and policy matters of energy conservation during the induction programme of the course, and also throughout the course, the concept of a sustainable lifestyle was integrated through various club activities and celebration of events. Everyone at the campus made it clear to practice to use lights and fans only, if needed. Most of the classrooms in the college are naturally ventilated with adequate light, hence the campus is conducive for energy conservation practices.

The best possible practice of the institution is planning to install free electric charging points in the college campus for the faculty and students of the institution to encourage the shift from fossil fuel-dependent vehicles to environmental sustainable/eco-friendly electric vehicles and as well as the installation of solar panels in the college building is going on as a part of renovation process.

File Description	Document
Institution energy policy document	View Document
Link for additional information	View Document

7.1.2

Institution has a stated policy and procedure for implementation of waste management

Response:

The institution has considered sustainable waste management as an integral part of the education system and the policy underlying the principles of reuse, recycle, and refuse. Reduction at the source was the priority to reduce the waste from the classrooms in terms of food leftover, paper pencil waste etc. The major waste from B.Ed college on the campus is paper waste from the assignments of students of the previous batch. The institutional policy encourages students to write assignments, seminars, and practical activities on both sides of the paper. The institution sends all the old paper waste, charts to recycling. The

cardboard files of old assignments are reused for office purposes and also distributed to those students who have financial crises. Institution instructs students not to use transparency sheets, or plastic files for assignments. Apart from these, the regular waste in terms of dust, and dry leaves, is used as manure to the garden. The remaining waste produced from the campus will be segregated into Biodegradable, Non-biodegradable, and e-waste in separate dustbins, and the same is disposed of through BBMP/Corporation waste collection agencies regularly. The dedicated team of support staff of the college is always committed to keeping the premises clean and tidy.

File Description	Document
Documentary evidence in support of the claim	View Document
Any additional information	View Document

7.1.3

Institution waste management practices include

- 1. Segregation of waste**
- 2. E-waste management**
- 3. Vermi-compost**
- 4. Bio gas plants**
- 5. Sewage Treatment Plant**

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Documentary evidence in support of each selected response	View Document

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**

Response: C. Any 2 of the above

File Description	Document
Income Expenditure statement highlighting the specific components	View Document
Geotagged photographs	View Document
Documentary evidence in support of the claim	View Document

7.1.5

Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment

Response:

Maintenance of Cleanliness: The institution is keeping its campus and premises clean and hygienic by following several strategies with the help of dedicated support staff. Sustainable eco-friendly cleaning measures/ practices are emphasized on the campus and the same is made known to stakeholders of the institution through awareness programmes from the science club and activities of other events throughout the course. The institution develops and communicates a cleanliness policy that includes the responsibilities of students, and staff in maintaining the cleanliness of shared spaces in the college such as classrooms, staff rooms, corridors, waiting rooms, restrooms etc. The written instructions are displayed at specific places for the awareness of the students. The regular and general cleaning of all the physical facilities is done every day before the arrival of the students. Regular supervision is done by the principal and faculty to monitor the cleanliness in the college and students were encouraged to submit any grievances related to cleanliness to the grievance redressal cell

Maintenance of Sanitation: Management of sanitation in the institution involves a comprehensive approach to ensure the college premises are clean, hygienic, and safe for healthy living. The strategies needed to follow for monitoring sanitation in the college are communicated to students, faculty, and staff through general orientation programmes at different intervals. Alongside cleaning all the classrooms, labs, staff rooms, principal chamber, office, corridors, and restrooms daily with cleansing agents and sanitizers, fumigation was done to avoid the growth of infectants, especially during winter and rainy seasons. Care will be taken to provide continuous water supply to restrooms. Since the borewell water of the college is high with TDS, to make it suitable for drinking an installation of reverse osmosis water purifier and the overhead water storage tank was cleaned regularly.

Maintenance of Green cover and providing pollution free environment: The institution is located at the heart of Bangalore City in an area of one acre of land. There was the beautiful green cover was maintained to enhance the good living environment as well as the aesthetic beauty. Since the complete College and School building in the Campus is under renovation, the existing garden was removed and coming up with a novel and creative way of green cover with selected plant species. However, around the college campus, there are a good number of huge trees that enhance not only the beauty of the institution with an awesome look but also serve to provide clean air to breathe for the institution community in the present environmental issues in a thickly populated and polluted city like Bengaluru. The management of the institution is establishing an Electric Charging point on the campus to encourage the institution's community to transform themselves to shift from fuel-engine vehicles to eco-friendly e-vehicles and also

encourage students who are close to college to come by foot or use bicycles. This move of the institution is substantially the best indicator of providing a pollution-free healthy sustainable environment.

File Description	Document
Documents and/or photographs in support of the claim	View Document

7.1.6

Institution is committed to encourage green practices that include:

1. Encouraging use of bicycles / E-vehicles
2. Create pedestrian friendly roads in the campus
3. Develop plastic-free campus
4. Move towards paperless office
5. Green landscaping with trees and plants

Response: C. Any 3 of the above

File Description	Document
Videos / Geotagged photographs related to Green Practices adopted by the institution	View Document
Snap shots and documents related to exclusive software packages used for paperless office	View Document
Income Expenditure statement highlighting the specific components	View Document
Circulars and relevant policy papers for the claims made	View Document

7.1.7

Percentage of expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

Response: 3.2

7.1.7.1 Total expenditure on green initiatives and waste management excluding salary component during the last five years (INR in Lakhs)

2023-24	2022-23	2021-22	2020-21	2019-20
0	.13000	.5000	0	0

File Description	Document
Income Expenditure statement on green initiatives, energy and waste management	View Document
Data as per Data Template	View Document

7.1.8

Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges.

Response:

Leverages the local environment of the institution: The institution has the advantage of being located at the heart of the city, Vijayanagar, Bengaluru. The facilities like Banking sectors, Post offices, Hospitals with specialisation, Clinical labs, Rehabilitation centers, Special schools, Old age homes, NGOs, Rehabilitation centers, Police stations, BBMP Office, Social welfare offices, ESI Hospitals, BSNL offices, LIC branch offices, Metro stations, Bus Stations, Railway stations, Restaurants, Places of worship, Public libraries, Competitive Examination training centers, Books stores, stationery shops, Internship Schools, Demonstration School, Fuel stations, etc are available within the radius of 500 meters to 4 kilometers. The advantage for students, faculty, and other stakeholders of the institution is they have no limitations to commute to the institution and also to get done their required services without any sort of difficulty. The inside and outside of the institution are 24/7 under CCTV surveillance, which assists the community in controlling any anti-social activity in the nearby area.

Locational knowledge and resources: Since the institution is situated at the heart of the city and close to the affiliated Universities i.e., Bangalore University, Bengaluru, Joint Directorate, Commissioners office, Higher Education Council, Centralized Admission Cell, SSLC, PU board, Vidhanasoudha High Court, etc makes the administrative functions, examination work easier. The exchange of resource persons and involvement in the extension activities and outreach activities from Internship schools, Universities, and other concerned departments happens without any difficulties. By identifying relevant community resources and its significance, our institution plans to utilize its benefit at large by organizing planned visits on specific significant days like :1. National Science Day- visit to Vishweshwaraiah Industrial & Technological Museum. Jawaharlal Nehru Planetarium. Milk processing industry (KMF), Agasthya International Foundation, Science Centers, Indian Institute of Science (IISC), Exhibitions at International Exhibition Center, 2. Humanities Club- planned visit to Sessions at Vidhan Soudha, and other

historically significant places 3. Language Club- Central Library and other Public library visits. 4. Art and Craft Cell- Visits to Venkatappa art gallery, 5. Internship Programme Committee- Visits to Residential Schools, Special Schools, Inclusive Schools, etc were done as a part of planned events to enhance exposure to students.

Leverage of Community Practices and Challenges of the Institution: The institution has a good rapport with the local organizations and authorities. Which in turn strengthens the sharing of institution resources like a spacious playground and Classrooms for various community-based events like the Center for competitive examinations, Media programming platforms for audition events, Using resources for general Election purposes, etc. The major challenge for the institution is to find Kannada medium Schools among the available resources/schools to organise internship programme. Around Sri Sarvajna College of Education, rarely there are Kannada medium schools and the size of such classes is very thin.

File Description	Document
Documentary evidence in support of the claim	View Document

7.1.9

Institution has a prescribed Code of Conduct for students, teachers, administrators and other staff, and conducts periodic programmes to appraise adherence to the Code through the following ways

- 1. Code of Conduct is displayed on the institution's website**
- 2. Students and teachers are oriented about the Code of Conduct**
- 3. There is a committee to monitor adherence to the Code of Conduct**
- 4. Professional ethics programmes for students, teachers, administrators and other staff are organized periodically**

Response: A. All of the above

File Description	Document
Web-Link to the Code of Conduct displayed on the institution's website	View Document
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	View Document
Details of the Monitoring Committee, Professional ethics programmes, if any	View Document
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View Document
Link for additional information	View Document

7.2 Best Practices

7.2.1

Describe at least two institutional best practices (as per NAAC format given on its website)

Response:

1. Title of the Practice: Morning Assembly- A Holistic Approach to all-round development

2. Objectives:

- Promote social well-being through interreligious prayer
- Sharpen the cognitive abilities through GK questions
- Enrich vocabulary by introducing and defining five new words
- Stimulate higher-level competencies through screening thought-provoking videos
- Foster inner peace through meditation and omkar chanting
- Cultivate patriotism through the chorus singing of the National Anthem.

3. The Context:

The Morning assembly in the institution is a traditional touch to highlight the richness of Indian culture. However, the uniqueness of this practice is its vibrant integration of Inter-religious prayer, News reading, General Knowledge Questions, Introducing vocabulary, Screening thought provoking videos. meditation/ Omkar, and the National Anthem.

4. The Practice:

The regular morning assembly of the institution is transformed into a multidimensional learning environment. The Student Activity Center prepares the schedule of the morning assembly by assigning the different roles, that need to be played by the student teachers in each day's morning assembly. Student teachers' preparation for the assembly is monitored by one member of SAC and guided by the staff advisor ensuring a multifaceted and effective assembly.

5. Evidence of Success:

Morning assembly successfully met its objectives, elevating students' confidence general knowledge, and language skills Activities such as prayer, Meditation/Chanting Omkar resulted in improving concentration and indirectly aiding in preparation for competitive examinations like CTET, TET and other competitive examinations

Best Practice-02

1. Title of the practice: Community Living Camp- a Multifaceted Activity

Theme of the year 2023-“Vasudhaiva Kutumbakam”(The World is One Family)

2. Objectives:

- Developing environmental awareness by exploring the impact of human activities and mitigation strategies.
- Opportunities to develop leadership skills through assigned roles and responsibilities.
- Foster teamwork among students through collaborative efforts.
- Provide visual learning experiences healthy lifestyle through mindfulness, nature walks, and yoga sessions.
- Help and direct student teachers to organise street plays and awareness programmes in need-based areas at local community

3. The Context

Bangalore University regulations emphasise a three-day community living Camp as part of the B.Ed curriculum for all students. However, the institution increased its effectiveness by incorporating activities that provide opportunities for the overall development of students into efficient teachers. It allows student teachers to explore and adapt to community living with minimum facilities in rural area.

4. Practice: The Community Living Camp includes different activities such as talks from local scholars, street plays on relevant issues, Literary, Cultural. and Sports events, yoga sessions, and health programmes. Student teachers also visit a nearby special school. Exploring Cultural and educational transformation in Karnataka, alongside a hectic Camp schedule.

5. Evidence for Success:

The Community Living Camp promotes physical activity, and healthy living contributing to general well-being. It emphasises teamwork, leadership, and community engagement. through providing hands-on experiences. It also helps students to learn about environmental issues and sustainable practices

File Description	Document
Photos related to two best practices of the Institution	View Document
Any additional information	View Document
Link for additional information	View Document

7.3 Institutional Distinctiveness

7.3.1

Performance of the institution in one area of distinctiveness related to its vision, priority and thrust

Response:

Induction Programme as a Key to Realising Vision and Mission:

The institution has three-day induction programme for student teachers. It is an integral part for fresh

students to help them to understand the vision and mission of the institution. This program ensures that student teachers are prepared to meet the goals of the college in developing skilled, ethical, and innovative teachers.

Vision and Mission Alignment: The college's vision is to cultivate highly skilled teachers who thrive in a technologically advanced global society. Its mission emphasizes training professionals with strong moral and spiritual values, utilizing innovative teaching methods and interdisciplinary approaches. The induction programme is designed to reflect these as top most priorities, ensuring that students understand and integrate these standards from the beginning.

Programme Structure and Objectives:

Warm Welcome and Initiation: The induction begins with this initiation function, fostering initial connections between students and faculty. This sets a positive tone and builds a supportive learning environment.

Overview of the B.Ed Programme: Students receive detailed information about the B.Ed course, including its duration, curriculum, and key outcomes. This overview clarifies the academic path and highlights the importance of their role in the educational process.

Introduction of Principal, Faculty, and Support Staff: The programme introduces the Principal, faculty, and support staff, ensuring students are aware of the resources and support available to them. Building this rapport encourages students to seek help when needed.

Institutional Vision and Mission Familiarization: A core component of the induction is introducing students to the college's vision and mission. It outlines academic expectations, the importance of ethical behavior, and adherence to institutional policies, ensuring students are aligned with the institution's goals.

Highlighting Support Services: The programme details academic support services such as library, tutoring, online resources, cells and committees. It also introduces counselling, career services, and student organisations, emphasising a holistic approach to education.

Encouragement of Engagement and Reflection :Students are encouraged to actively involve with their studies and reflect on values during morning assemblies. Activities like "Brain Feed" include thought-provoking videos and general knowledge questions to enhance cognitive and emotional development. The programme also incorporates meditation and vocabulary building to support personal growth.

Impact and Outcomes: The induction programme is crucial in realising the college's vision of producing reflective and innovative teachers. By setting clear expectations and providing comprehensive support. It prepares student-teachers to excel both academically and professionally. The programme ensures that students are well-versed in the course content and adhere to the ethical and professional standards central to the institution's mission.

Hence, the induction programme of the institution, effectively embodies its vision and mission. It provides a strong foundation for future teachers, preparing them to be a skilled, ethical, and innovative professionals. Through careful planning and a focus on comprehensive development, the programme equips new student-teachers to face the challenges of the teaching profession and make meaningful

contributions in the field of education.

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

5. CONCLUSION

Additional Information :

The institution is doing its best in all the significant dimensions of a teacher education programme to cater to the present society. Producing qualitative and competent teachers for the changing needs and aspirations of society is considered as a priority, Hence along with all the best practices and innovative methods of teaching, the institution with the collaboration of an NGO -IT for Change tried to upskill the students' potentials and competencies. In this regard, it is taking a noteworthy step in introducing student teachers to TPACK to enhance their efficiency in integrating technology to sharpen their content and pedagogy skills. The TPACK (Technology Pedagogy and Content Knowledge) model is a framework by which teachers can effectively integrate technology into their teaching. It helps to learn to bring a variety of knowledge and expertise into the classroom, especially concerning the subject matter they teach and how to teach it. When planning to use educational technology, an educator must also consider their knowledge of technology and how it can impact daily instruction. To feel confident in making decisions about how and when to use educational technology to effectively support student learning.

The 7 components of TPACK are as follows:

1. Content knowledge (CK)
2. Pedagogical knowledge (PK)
3. Technology knowledge (TK)
4. Pedagogical content knowledge (PCK)
5. Technological content knowledge (TCK)
6. Technological pedagogical knowledge (TPK)
7. Technological pedagogical content knowledge (TPACK).

Along with this above information, the institution also likes to mention: The management of the institution recently provided an additional support system for the faculty, which is Network -Attached Storage (NAS). It is file dedicated storage device that makes data continuously available for faculty to collaborate effectively over the network. This facility allows the faculty to store all the academic and administrative data, which can be accessed by the management and other colleagues as needed.

Concluding Remarks :

Sri Sarvajna College of Education was established in the year 1980, by the Sri Sarvajna Education Society to provide teacher education program to the needy. The goal of the society was to extend both social and educational service. From the beginning, the college has maintained high academic standards. It was very keenly competing with other outstanding reputed Institutions which were offering B.Ed. programme in the state of Karnataka.

The college has completed 43 years of dedicated service in the field of teacher education. All along, it has been rated as one of the best educational institutions by different agencies and committees appointed by the Bangalore University. In the year 2012, the college was accredited by NAAC with B grade, after that it has

made an earnest attempt to improve its resources and performance. Because of lack of clarity by NCTE the college was not able to take up second cycle of Assessment and Accreditation. After realizing the shortfalls the college has decided to go for accreditation. The present education society, which is managing the college has educated, enlightened and dedicated members. The resources of the college has improved to a greater extent. The college has an independent earmarked building for the B.Ed. course. It has sufficient classrooms with different well-equipped laboratories needed for a teacher education institution. The college has sufficient restrooms for staff and students. It has good playground with innovative and beautiful garden with good green cover with trees around. The infrastructure required for college of education is adequate.

In addition to infrastructure, the college is completely dedicated to quality education. The same is reflected in the Vision and Mission of the Institution. It follows the curriculum pattern prescribed by the Bangalore University with certain modification by taking the opinions of all stakeholders, the curricular activities are flexible and need based.

The institution, has refined faculty with sufficient years of experience and they provide highest degree of classroom instruction by following all innovative methods. The opinion of all our stakeholders is very noteworthy regarding the teaching learning experience as we provide in the college.

Any higher education institution has to carry out three important functions, teaching, research and extension. The institution addresses to all these three. The faculties have acquired Ph.D. degree and contributing much to take up institutional research projects and action research to improve their teaching procedure. They also share the research experience for the faculty of the other colleges of education and also the teachers of practice teaching schools.

The college has provided excellent support to students in all possible ways. The Alumni Association helped the college to bridge the gap between the alumni and present students. The college has good governance under the benevolent management, dynamic principle and dedicated faculty. All these have enabled the college to improve its professional standards. The college is committed to the core values, enshrined in the constitution of India. It is highly democratic in its functioning. The best practices are followed to prepare good teachers who are committed to values.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the last five years..</p> <p>2.1.2.1. Number of students enrolled from the reserved categories during last five years.. Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>26</td> <td>32</td> <td>28</td> <td>31</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>42</td> <td>21</td> <td>26</td> <td>29</td> <td>31</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report of SC, ST and OBC.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	40	26	32	28	31	2023-24	2022-23	2021-22	2020-21	2019-20	42	21	26	29	31
2023-24	2022-23	2021-22	2020-21	2019-20																	
40	26	32	28	31																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
42	21	26	29	31																	
2.2.2	<p>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</p> <ol style="list-style-type: none"> 1. Mentoring / Academic Counselling 2. Peer Feedback / Tutoring 3. Remedial Learning Engagement 4. Learning Enhancement / Enrichment inputs 5. Collaborative tasks 6. Assistive Devices and Adaptive Structures (for the differently abled) 7. Multilingual interactions and inputs <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV made the changes as per shared clarification.</p>																				
2.3.2	<p>Percentage of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha, e-Learning Resources and others during the last five years</p>																				

2.3.2.1. Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT..

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
7	7	7	7	7

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
7	7	6	7	7

Remark : DVV has made the changes as per shared clarification.

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

1. Understanding theory courses
2. Practice teaching
3. Internship
4. Out of class room activities
5. Biomechanical and Kinesiological activities
6. Field sports

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV made the changes as per shared clarification.

2.4.1 Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include

1. Organizing Learning (lesson plan)
2. Developing Teaching Competencies
3. Assessment of Learning
4. Technology Use and Integration
5. Organizing Field Visits
6. Conducting Outreach/ Out of Classroom Activities
7. Community Engagement
8. Facilitating Inclusive Education
9. Preparing Individualized Educational Plan(IEP)

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: B. Any 6 or 7 of the above

Remark : DVV made the changes as per shared clarification.

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

- 1. Formulating learning objectives**
- 2. Content mapping**
- 3. Lesson planning/ Individualized Education Plans (IEP)**
- 4. Identifying varied student abilities**
- 5. Dealing with student diversity in classrooms**
- 6. Visualising differential learning activities according to student needs**
- 7. Addressing inclusiveness**
- 8. Assessing student learning**
- 9. Mobilizing relevant and varied learning resources**
- 10. Evolving ICT based learning situations**
- 11. Exposure to Braille /Indian languages /Community engagement**

Answer before DVV Verification : A. Any 8 or more of the above

Answer After DVV Verification: B. Any 6 or 7 of the above

Remark : DVV made the changes as per shared clarification.

2.4.5 **Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of**

- 1. Preparation of lesson plans**
- 2. Developing assessment tools for both online and offline learning**
- 3. Effective use of social media/learning apps/adaptive devices for learning**
- 4. Identifying and selecting/ developing online learning resources**
- 5. Evolving learning sequences (learning activities) for online as well as face to face situations**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : DVV made the changes as per shared clarification.

2.4.6 **Students develop competence to organize academic, cultural, sports and community related events through**

- 1. Planning and scheduling academic, cultural and sports events in school**
- 2. Planning and execution of community related events**

	<p>3. Building teams and helping them to participate 4. Involvement in preparatory arrangements 5. Executing/conducting the event</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 3 of the above Remark : DVV made the changes as per shared clarification.</p>
2.4.12	<p>Performance of students during internship is assessed by the institution in terms of observations of different persons such as</p> <ol style="list-style-type: none"> 1. Self 2. Peers (fellow interns) 3. Teachers / School* Teachers 4. Principal / School* Principal 5. B.Ed Students / School* Students <p>(* ‘Schools’ to be read as “TEIs” for PG programmes)</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : DVV made the changes as per shared clarification.</p>
2.6.2	<p>Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation</p> <ol style="list-style-type: none"> 1. Display of internal assessment marks before the term end examination 2. Timely feedback on individual/group performance 3. Provision of improvement opportunities 4. Access to tutorial/remedial support 5. Provision of answering bilingually <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV made the changes as per shared clarification.</p>
3.1.4	<p>Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include</p> <ol style="list-style-type: none"> 1. Participative efforts (brain storming, think tank,etc.) to identify possible and needed innovations 2. Encouragement to novel ideas 3. Official approval and support for innovative try-outs 4. Material and procedural supports <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV made the changes as per shared clarification.</p>

3.2.1	<p>Average number of research papers / articles per teacher published in Journals notified on UGC website during the last five years</p> <p>3.2.1.1. Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>8</td> <td>1</td> <td>0</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>7</td> <td>6</td> <td>7</td> <td>7</td> </tr> </tbody> </table> <p>Remark : DVV made the changes as per shared clarification.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	6	8	1	0	7	2023-24	2022-23	2021-22	2020-21	2019-20	7	7	6	7	7
2023-24	2022-23	2021-22	2020-21	2019-20																	
6	8	1	0	7																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
7	7	6	7	7																	
3.2.2	<p>Average number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the last five years</p> <p>3.2.2.1. Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1095 1046 1229"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>6</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1308 1046 1442"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>3</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV made the changes as per shared clarification.</p>	2023-24	2022-23	2021-22	2020-21	2019-20	6	6	0	0	0	2023-24	2022-23	2021-22	2020-21	2019-20	3	3	0	0	0
2023-24	2022-23	2021-22	2020-21	2019-20																	
6	6	0	0	0																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
3	3	0	0	0																	
3.3.1	<p>Average number of outreach activities organized by the institution during the last five years..</p> <p>3.3.1.1. Total number of outreach activities organized by the institution during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1760 1046 1895"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>13</td> <td>38</td> <td>15</td> <td>3</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1973 1046 2085"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	13	38	15	3	7	2023-24	2022-23	2021-22	2020-21	2019-20					
2023-24	2022-23	2021-22	2020-21	2019-20																	
13	38	15	3	7																	
2023-24	2022-23	2021-22	2020-21	2019-20																	

11	26	10	5	5
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Remark : DVV made the changes as per shared clarification.

3.3.2 Percentage of students participating in outreach activities organized by the institution during the last five years

3.3.2.1. Number of students participating in outreach activities organized by the institution during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
48	49	46	48	48

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
35	30	26	32	32

Remark : DVV made the changes as per shared clarification.

3.3.5 Number of awards and honours received for outreach activities from government/ recognized agency during the last five years

3.3.4.1. Total number of awards and honours received for outreach activities from government/ recognized agency during the last five years.

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	1	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	1	0	0	0

Remark : DVV has excluded shared certificate of appreciation.

4.1.3 Percentage of expenditure excluding salary for infrastructure augmentation during the last five years

4.1.3.1. Expenditure for infrastructure augmentation excluding salary during the last five years (INR in lakhs)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20

50896	24220	110248	198980	34640
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Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0.5	00	1.1	1.9	0.3

Remark : DVV has converted the value into lakhs and report has not shared for 2022-23.

4.2.4 Average annual expenditure for purchase of books, journals, and e-resources during the last five years (INR in Lakhs)

4.2.3.1. Annual expenditure for purchase of books, journals and e-resources during the last five years. (INR in Lakhs)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
4350	1275	45796	1	1

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0.04	00	0.09	0.04	0.10

Remark : DVV has made the changes as per considered Annual expenditure for purchase of books, journals and e-resources.

4.4.1 Percentage expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in Lakhs)

4.4.1.1. Expenditure incurred exclusively on maintenance of physical and academic support facilities during the last five years (INR in lakhs)

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
50896	24220	110248	198980	34640

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0.04	0.04	0.65	1.81	0.049

Remark : DVV has made the changes as per shared reports.

5.1.1 A range of capability building and skill enhancement initiatives are undertaken by the institution such as:

1. **Career and Personal Counseling**
2. **Skill enhancement in academic, technical and organizational aspects**
3. **Communicating with persons of different disabilities: Braille, Sign language and Speech training**
4. **Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two**
5. **E-content development**
6. **Online assessment of learning**

Answer before DVV Verification : B. Any 4 or 5 of the above

Answer After DVV Verification: C. Any 2 or 3 of the above

Remark : DVV made the changes as per shared clarification.

5.2.3 **Percentage of students qualifying state/national level examinations during the last five years (eg: NET/SLET/ TET/ CTET)**

5.2.3.1. **Number of students qualifying in state/ national level examinations (eg: NET/SLET/ TET/ CTET) during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
13	9	7	6	9

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
9	8	5	3	5

Remark : DVV made the changes as per shared clarification.

5.3.2 **Average number of sports and cultural events organized at the institution during the last five years**

5.3.2.1. **Number of sports and cultural events organized at the institution during the last five years**

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
13	10	5	0	0

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
9	5	3	0	0

Remark : DVV made the changes as per shared clarification.

5.4.2	<p>Alumni has an active role in the regular institutional functioning such as</p> <ol style="list-style-type: none"> 1. Motivating the freshly enrolled students 2. Involvement in the in-house curriculum development 3. Organization of various activities other than class room activities 4. Support to curriculum delivery 5. Student mentoring 6. Financial contribution 7. Placement advice and support <p>Answer before DVV Verification : B. Any 4 or 5 of the above Answer After DVV Verification: C. Any 2 or 3 of the above Remark : DVV made the changes as per shared clarification.</p>
6.2.3	<p>Implementation of e-governance are in the following areas of operation</p> <ol style="list-style-type: none"> 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination System 6. Biometric / digital attendance for staff 7. Biometric / digital attendance for students <p>Answer before DVV Verification : A. Any 6 or more of the above Answer After DVV Verification: B. Any 5 of the above Remark : DVV made the changes as per shared clarification.</p>
7.1.6	<p>Institution is committed to encourage green practices that include:</p> <ol style="list-style-type: none"> 1. Encouraging use of bicycles / E-vehicles 2. Create pedestrian friendly roads in the campus 3. Develop plastic-free campus 4. Move towards paperless office 5. Green landscaping with trees and plants

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. Any 3 of the above
 Remark : DVV made the changes as per shared clarification.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of students on roll year-wise during the last five years..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>48</td> <td>49</td> <td>46</td> <td>48</td> <td>48</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>96</td> <td>97</td> <td>94</td> <td>97</td> <td>98</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	48	49	46	48	48	2023-24	2022-23	2021-22	2020-21	2019-20	96	97	94	97	98
2023-24	2022-23	2021-22	2020-21	2019-20																	
48	49	46	48	48																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
96	97	94	97	98																	
2.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)..</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>50896</td> <td>24220</td> <td>110248</td> <td>198980</td> <td>34640</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>2.53</td> <td>1.00</td> <td>2.33</td> <td>8.76</td> <td>5.06</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	50896	24220	110248	198980	34640	2023-24	2022-23	2021-22	2020-21	2019-20	2.53	1.00	2.33	8.76	5.06
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