YEARLY STATUS REPORT - 2020-2021

Part A

Data of the Institution

1.Name of the Institution   Sanjay Gandhi College of Education

- Name of the Head of the institution   Dr. R. Latha Kumari

- Designation   Principal

- Does the institution function from its own campus?   Yes

- Alternate phone No.   08023545552

- Mobile No: 9845807425

- Registered e-mail ID (Principal)   principalsgce@gmail.com

- Alternate Email ID   jyothiguru1970@gmail.com

- Address   RGC Campus Cholanagar R T Nagar Post Bangalore

- City/Town   Bangalore

- State/UT   Bangalore Division

- Pin Code   560032

2.Institutional status

- Teacher Education/ Special Education/Physical Education: Teacher Education

- Type of Institution   Co-education

- Location **Urban**

- Financial Status **Grants-in aid**

- Name of the Affiliating University **Bangalore City University**

- Name of the IQAC Co-ordinator/Director **Dr. Jyotsna Sharma**

- Phone No. **08023545552**

- Alternate phone No.(IQAC) **08023545552**

- Mobile (IQAC) **98450428111**

- IQAC e-mail address **principalsgce@gmail.com**

- Alternate e-mail address (IQAC) **principalsgce@gmail.com**

3.Website address http://sgce.rgcgroup.org

- Web-link of the AQAR: (Previous Academic Year) http://www.sgce.rgcgroup.org/notice-board

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

- if yes, whether it is uploaded in the Institutional website Web link: http://www.sgce.rgcgroup.org/notice-board

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.63**	**2016**	**19/01/2016**	**18/01/2021**

6.Date of Establishment of IQAC **06/03/2013**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
0	**0**	**0**	**Nil**	**00**

8.Whether composition of IQAC as per latest **Yes**

NAAC guidelines

- Upload latest notification of formation of IQAC

  <u>View File</u>

9.No. of IQAC meetings held during the year   `3`

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?   `Yes`

- (Please upload, minutes of meetings and action taken report)

  <u>View File</u>

10.Whether IQAC received funding from any of the funding agency to support its activities during the year?   `No`

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

`Conducting mental health program during COVID pandemic`

`Preparation of subject wise web links`

`Internal academic audit`

`Organization of webinars on topic of significant relevance - New Education Policy`

`Faculty development program to develop digital content`

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
Conducting mental health program during COVID pandemic	Dr.Jyotsna Sharma created web links for motivational videos. conducted a guest lecture cum workshop on yoga and psycho-physical well being
Preparation of subject wise web links	Mr Ravi K prepared subjectwise weblinks
Internal academic audit	Audit was conducted followed by feedback to the respective teacher educators
Organization of webinars on topic of significant relevance - New Education Policy	Conducted an institutional seminar on New Education Policy 2020:Teacher and his changing role
Faculty development program to develop digital content	Faculty provided the students the soft copy of the study material and the question banks

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

- Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Part A

Data of the Institution

1.Name of the Institution	Sanjay Gandhi College of Education
• Name of the Head of the institution	Dr. R. Latha Kumari
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	08023545552
• Mobile No:	9845807425
• Registered e-mail ID (Principal)	principalsgce@gmail.com
• Alternate Email ID	jyothiguru1970@gmail.com
• Address	RGC Campus Cholanagar R T Nagar Post Bangalore
• City/Town	Bangalore
• State/UT	Bangalore Division
• Pin Code	560032
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education
• Location	Urban
• Financial Status	Grants-in aid

• Name of the Affiliating University	**Bangalore City University**
• Name of the IQAC Co-ordinator/Director	**Dr. Jyotsna Sharma**
• Phone No.	**08023545552**
• Alternate phone No.(IQAC)	**08023545552**
• Mobile (IQAC)	**98450428111**
• IQAC e-mail address	**principalsgce@gmail.com**
• Alternate e-mail address (IQAC)	**principalsgce@gmail.com**

3.Website address — http://sgce.rgcgroup.org

• Web-link of the AQAR: (Previous Academic Year)	http://www.sgce.rgcgroup.org/notice-board

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

• if yes, whether it is uploaded in the Institutional website Web link:	http://www.sgce.rgcgroup.org/notice-board

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	**B**	**2.63**	**2016**	**19/01/2016**	**18/01/2021**

6.Date of Establishment of IQAC — **06/03/2013**

7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
0	**0**	**0**	**Nil**	**00**

8.Whether composition of IQAC as per latest NAAC guidelines — **Yes**

• Upload latest notification of formation of IQAC	View File

9.No. of IQAC meetings held during the year	3		
• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?	Yes		
• (Please upload, minutes of meetings and action taken report)	View File		
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No		
• If yes, mention the amount			

11.Significant contributions made by IQAC during the current year (maximum five bullets)

Conducting mental health program during COVID pandemic

Preparation of subject wise web links

Internal academic audit

Organization of webinars on topic of significant relevance - New Education Policy

Faculty development program to develop digital content

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

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Faculty development program to develop digital content	Faculty provided the students the soft copy of the study material and the question banks

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

- Name of the statutory body

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

14.Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	01/02/2022

15.Multidisciplinary / interdisciplinary

The institution being affiliated to Bangalore City University follows CBCS syllabus pattern, prescribed by Bangalore University for the academic year 2020-21. B.Ed. curriculum has interdisciplinary nature with an inclusion of Philosophy, Psychology, Sociology and Technology as the basic foundation courses. All these multidisciplinary subjects are interrelated

in the process of teaching and learning. Soft core courses are comprised of English, Kannada, Social, Science, Mathematics, Commerce, Business Management etc., Each student teacher selects any two of these school subjects as his/her teaching methods. In addition, Value Education, Guidance and Counselling, Life Skills, Inclusive Education, Peace Education are open elective papers. The institution organizes various programs such as teaching skill practice sessions, simulated lessons, teaching practice, different clubs and committees activities, etc.,

16. Academic bank of credits (ABC):

The institution is following choice based credit system curriculum prescribed by Bangalore City University in terms of GPA and CGPA for a broad level of performance of a students which reflects the number of study hours in a particular period of time devoted to various aspects of the teaching learning process such as attending classes, engaging in assignments, projects, seminars, community activities and practical courses required for the course. The Grade Point Average (GPA) obtained on a number of subjects/tasks for a specialized period is calculated by dividing the sum of the weighed grade points obtained by a student in a semester by the total number of credits taken by him or her in a semester. The Cumulative Grade Point Average (CGPA) is the value obtained by dividing the sum of the credit multiplied by GPA for four semesters by the total credits for the entire program. CGPA will be converted to letter grades for the final results.

17. Skill development:

B.Ed. Curriculum focuses on the cognitive, affective and psychomotor development of the student teachers. Within the duration of two year B.Ed. programme along with the theoretical knowledge, institution strives to equip the student teachers with all the required skills for efficient teaching like teaching skills, soft skills, ICT skills, administrative skills and organizational skills etc.,

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

The Institution follows Bangalore City University regulations. The medium of instruction is either English or Kannada. However, students can opt for English or kannada for practice teaching. Student teachers are allowed to write theory examination either in English or Kannada.

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

As a teacher education institution the main focus is to produce teachers that are well trained to meet the demands of contemporary education system to fulfill its responsibilities the institution offers opportunities to student teachers to keep their knowledge updated by organizing awareness programmes, workshops, webinars, conferences, expert talk, training regarding instructional strategies, day to day advances in technology and recent innovations.

20.Distance education/online education:

During the pandemic period the institute faculty has successfully delivered lecture on online platform, conducted online tests, virtual meetings. The seminar and project work evaluation were also done in the virtual environment. Practical examination was also conducted through virtual mode. The online plat form was also used to conduct webinars and lectures during lockdown.

Extended Profile

1.Student

2.1   99

Number of students on roll during the year

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

2.2   100

Number of seats sanctioned during the year

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

2.3   25

Number of seats earmarked for reserved categories as per

GOI/State Government during the year:

File Description	Documents
Data Template	View File

2.4   **47**

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year   **47**

File Description	Documents
Data Template	View File

2.6   **99**

Number of students enrolled during the year

File Description	Documents
Data Template	View File

2.Institution

4.1   **630000**

Total expenditure, excluding salary, during the year (INR in Lakhs):

4.2   **37**

Total number of computers on campus for academic purposes

3.Teacher

5.1   **12**

Number of full-time teachers during the year:

Extended Profile

1.Student

2.1	**99**
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	**100**
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

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

File Description	Documents
Data Template	View File

2.4	**47**
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File

2.5Number of graduating students during the year	**47**

File Description	Documents
Data Template	View File

2.6	**99**
Number of students enrolled during the year	

File Description	Documents
Data Template	View File

2.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	**630000**
4.2 Total number of computers on campus for academic purposes	**37**
3.Teacher	
5.1 Number of full-time teachers during the year:	**12**

File Description	Documents
Data Template	[View File](#)
Data Template	No File Uploaded

5.2 Number of sanctioned posts for the year:	**12**

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Planning

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

The institution being affiliated to Bangalore City University follows the CBCS syllabus pattern. The institution provides ample opportunities for the student teachers to develop professional skills through curriculum transaction and other activities. At the commencement of the semesters IQAC meeting is conducted to review the present curriculum prescribed. Though officially colleges are not permitted to revise the syllabus at the institutional level curriculum was enriched on the basis of the feedback received by the stakeholders. Accordingly, few activities were included in calendar of events and few topics were added to the hardcore and softcore papers. During this period due to Covid 19 regular classes could not be taken.

Responding to pandemic challenges, decision was made to conduct an orientation and workshop focusing on the usage of online platforms like Google Classroom, Google Meet, and Zoom. Additionally, faculty members were assigned to create course materials, contributing to an enriched online learning experience.

Faculty members were assigned the task of creating web links and video resources for content and pedagogy subjects, to be uploaded onto designated websites. Faculty were directed to conduct online pre-internship program through virtual demonstrations, showcasing teaching skills, with the episodes uploaded to Google Classroom for accessibility.

The main focus of enriching the curriculum was to provide enriched theoretical foundation and development of skills among the student teachers. In this regard the institution has planned to conduct value added courses focusing on the personality development and communication and language development

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni	B. Any 5 of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers	C. Any 2 of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	http://www.sgce.rgcgroup.org/notice-board
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

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

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

18

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	https://bangaloreuniversity.karnataka.gov.in/uploads/media_to_upload1688376617.pdf

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

2

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

2

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

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

99

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

99

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

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

File Description	Documents
Data as per Data Template	[View File](#)
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	[View File](#)
Document showing teachers' mentoring and assistance to students to avail of self-study courses	[View File](#)
Any other relevant information	**No File Uploaded**

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

52

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

52

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

1.3 - Curriculum Enrichment

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

Our institution, through its comprehensive induction program, oriented the students on aims and objectives of teacher education throughout the academic session. This encompasses a focused exploration of curriculum and prepare them to navigate the complexities of the educational landscape with confidence and competence.

To facilitate procedural knowledge, students engage in pre-internship sessions organized in small groups. These sessions serve as a practical platform for acquiring and refining a range of essential skills to their chosen field of expertise. During pre-internship, internship program, students use diverse skill components, teaching techniques and methodologies that provides hands-on approach allows them to master, develop skills that are directly applicable to their specialized areas. Moreover, the inclusion of simulation teaching further enriches the learning experience, enabling them to develop problem-solving abilities and adaptability to ones chosen specialization.

The institution is committed to fostering a learning environment that goes beyond rote memorization. Instead, it emphasizes the importance of applying acquired competencies through experiential learning opportunities. By encouraging learners to

extrapolate from their theoretical understanding and apply their skills in practical settings, the institution aims to produce educators who are not only knowledgeable but also adept at navigating the challenges of the teaching profession.

Skill development is a focal point, and students are exposed to both theoretical and practical aspects of teaching through internship programs, ICT skills integration, fine arts and theatre. The college actively engages students in various clubs, cells, and committees, providing opportunities for them to enhance their skills.

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

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

The institution employs a multifaceted approach to acquaint students with the diversities within the Indian and international school systems. The institution emphasizes the comprehension of functional differences among these boards, ensuring that students recognize different pedagogical approaches and evaluation systems. During pre-internship and post internship program students are exposed to different types of text books of the different boards such as CBSE, ICSE, SCERT etc., that are available in the library and websites for referencing to supplement and update their knowledge along with the prescribed state board syllabus and prepare content enrichment material. Students are exposed to in-depth understanding of the differences and similarities of the various boards. As part of their course work students were required to

undertake activities that require them to critically review and analyse the content in the textbooks of each of the boards. Lesson plans are prepared by merging the content of different boards during Pre -internship and internship programs. Workshops on innovative lessons are conducted.

Student teachers were oriented about the continuous comprehensive evaluation system which was recently adopted in Indian school system and trained to develop tools of evaluation like checklist, rating scales, observation schedule, administration of standardized tools and personality assessment tool etc.

To understand the norms and standards of the different school systems we provide assignments and school visit programmes during internship and post Internship programmes during the course and organize placement service.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The students undergo training programmes in different schools. With the introduction of two year B.Ed. course, an integral component of teacher's preparation the programme runs in three phases: 1. Pre- internship 2. School - internship 3. Post-internship

1. Pre internship: It is a college based programme which takes place during the second semester for 4 weeks. During this phase the prospective teachers are exposed to various teaching skills to ensure an understanding of teaching process. The student teachers are also engaged in the practice of teaching skills and its integration in simulated condition.

2. School internship: It is a school based programme which takes place in the third semester. During this phase the student teachers are actually placed in a specific school for duration of 10 weeks. They are exposed to the school culture by getting involved in various activities. During this phase prospective teachers are engaged in various curricular and co-curricular activities like teaching (20+20 lessons in each pedagogy subject), administration of achievement tests, remedial teaching, participation and organization of various activities, observation of records maintained in the schools etc. They experience, practice, clarify and reflect upon several aspects related to the teaching to internalize the role of a teacher.

3. Post internship: This is a final phase of internship programme which takes place in the fourth semester for the duration of 8 weeks.

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	Three of the above

File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	View File
Any other relevant information	**No File Uploaded**

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Enrolment of students during the year

99

2.1.1.1 - Number of students enrolled during the year

99

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

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

34

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

34

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	**No File Uploaded**

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

21

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

21

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

2.2 - Honoring Student Diversity

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

Yes, the institution has its own mechanism for assessing students during the commencement of the course.

During the admission process students are supposed appear in front of the admission committee, interaction with the students by the committee members provides information about the student's interest and attitude towards teaching profession and school education

Ice breaking session is conducted to help to get to know one another

Before the introduction of the pedagogy of different subjects, pre-test was conducted to know the content knowledge in various subjects.

Talent's day is celebrated to know the hidden talents of the student teachers

Student teachers are made to write an article on 'Myself' on the first day to the academic year

A teaching aptitude test, computer attitude test are conducted during the beginning of the year

Since the mastery of the content is essential for the school teachers a content enrichment programme was conducted through seminars, assignments and discussions.

Web- links are also suggested to the students to help them gain an in-depth knowledge of the subject.

Bilingual approach is adopted for explanations and discussions in the class

Assignments and group projects are given and evaluated on a regular basis. Peer learning is encouraged through group discussions and presentations.

To improve the communication value added course on communication skills and language development was conducted

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

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs	**Four/Three of the above**

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

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

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

2.2.4 - Student-Mentor ratio for the academic year

1:8

2.2.4.1 - Number of mentors in the Institution

6

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

Participative learning is embedded in the courses through a variety of learning methods, tools and mechanisms, such as field-based assignments, field visits, group presentations, hands-on group exercise, workshops, training sessions, home assignments, quizzes, seminars, brain- storming interaction with experts and various other stakeholders and role-play-based learning. Lectures/seminars/conferences are organized to encourage and motivate students to become participative agents and not just passive recipients of knowledge. Fine art classes play a significant part of the college's teaching & learning process.

The college's plantation drive, Swachh Bharat Mission facilitate participative learning etc. allow students to develop spirit of harmony with nature and community. Students gain experiential learning through practice sessions for micro teaching skills, macro lesson plans and teaching, are organized. Micro teaching is practiced followed by reflective teaching to culminate with practice teaching. The projects on communication skills developed better interaction through computer laboratory, science laboratory, Action research demonstrates to the students how a classroom problem could be resolved either individually or collectively within the classroom environment. Students imbibe observation skills, designing tools, critical thinking, analytical reasoning, logical and structured planning and problem solving abilities. Brain storming brainstorming activities, creating mind maps, concept maps, focused group discussion collaborative approach, projects, assignments, 5 e model, Integration of ICT in teaching, online mode of teaching.

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

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

4

File Description	Documents
Data as per Data Template	[View File](#)
Link to LMS	[0](#)
Any other relevant information	**No File Uploaded**

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

99

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

2.3.4 - ICT support is used by students in various learning situations such as Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports	**Four of the above**

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	0
Any other relevant information	**No File Uploaded**

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The Institution in the commencement of the course conduct a pre assessment session to know about the diversities and individual differences among the student's teachers keeping broader understand of the students' needs mentoring groups are provided to provide academic and personal support to be successful in life. Accordingly, each teacher is allotted five to six students

in every academic year to provide mentoring to the students keeping certain points required for teaching profession. Development of mindset is very important to develop a proper attitude towards the profession. Basic requirements to develop good communication skills among the students. Through many activities were there is a scope to develop interpersonal relationships, team work, stress management, personality grooming, were focused. Students are guided on respecting differences, engaging in open dialogue, and creating an environment of mutual respect and understanding. Students are also updated with the recent developments in the area of teacher education. Personal counselling and guidance sessions were conducted to assist the students to overcome from their anxiety, work stress. Students are encouraged to prioritize well-being and manage responsibilities effectively. The mentoring sessions help the students to navigate the students both academic and professional challenges effectively by managing interpersonal relationships, self-management and developing the required professional skills.

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

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

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

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

Institution plays an active role in nurturing creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc., among students by implementing innovative techniques in teaching - learning

Use of story telling methods for introducing and developing the concepts. Story telling is an art for introducing the topic and developing the concept. Many concepts have been taught through story telling method. Students are trained to introduce and develop the concepts through storytelling methods. This method surely nurtures creativity, innovativeness, intellectual and thinking skills.

Use of Role play methods for introducing and developing the concepts: Role play method plays a significant role in nurturing creativity, innovativeness, intellectual and thinking skills etc.,

Concept map and Mind map and 5 'E' model have been introduced for the student teachers and provide training in them.

Organizes Seminars and workshops for the student teachers

Organizes mentoring sessions for the group of students

Organizes Science quiz for the student teachers.

Organizes sessions for preparing teaching aids in a creative way.

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

2.4 - Competency and Skill Development

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

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

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

Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement	

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

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

File Description	Documents
Data as per Data Template	View File
Details of the activities carried out during the academic year in respect of each response indicated	View File
Any other relevant information	No File Uploaded

2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject	All of the above

content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	View File
Documents showing the different activities for evolving indicated assessment tools	**No File Uploaded**
Any other relevant information	**No File Uploaded**

2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

Three of the above

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

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and

All of the above

execution ofcommunity related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

File Description	Documents
Data as per Data Template	[View File]
Documentary evidence showing the activities carried out for each of the selected response	[View File]
Report of the events organized	**No File Uploaded**
Photographs with caption and date, wherever possible	[View File]
Any other relevant information	**No File Uploaded**

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

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

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

As it is believed that good planning is half the success, in the first staff meeting itself a lengthy and detailed discussion, based on the past experiences, was taken place and schools were finalized after exclusion of certain schools and inclusion of certain schools as per the criteria. Based on the feedback given

by the schools, students were allotted to different schools based on their medium of instruction, methods of teaching and their residential vicinity. As the Head of the Institution and school in charge teacher of different schools could not assembled for orientation, the teaching practice in charge visited all the schools, discussed with HOIs and in charge teachers and briefed them the expectations and type of cooperation required from the school. Also the units on which students should teach were collected along with the acceptance letter. Then based on it a permission from DDPI was obtained. The students were sent to schools by providing the calendar of events to be followed. Supervision timetable was prepared and faculty visited the schools accordingly, observed the lessons, provided feedback and resolved the problems faced and guided them to follow the Calendar of events effectively directly and completing the internship successfully indirectly. After the completion, a thanks giving event was organized. As a post internship activity, a staff meeting was conducted introspected the faults occurred, reflections were made. As a last activity an exhibition was organized to exhibit all the Instructional material prepared by the teacher students during their Internship.

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

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

2.4.9.1 - Number of final year students during the academic year

49

File Description	Documents
Data as per Data Template	[View File](#)
Plan of teacher engagement in school internship	No File Uploaded
Any other relevant information	No File Uploaded

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings	Five/Six of the above

Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities-experience/exposure Preparation of progress reports

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

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

The success of internship depends on good planning, and effective monitoring system and hence our institution adopts the following measures for effective monitoring. To uphold the democratic value the responsibilities like taking attendance, collecting allotted periods from incharge teacher, preparing days time table, bridging between the school authority and trainees group, providing the day to day details to the teaching practice incharge faculty members directly and to the principal indirectly are assigned to group members on rotational basis , a leader is made to supervise these duties. Each school is assigned to each faculty member to look for smooth functioning, resolving the problems, to make arrangements for getting sufficient number of classes and etc., Based on the weekly reports from the schools, weekly supervisors' time tables are prepared based on the requirements of particular method teacher, number of classes observed and accordingly. Sending the staff members to school for supervision of lessons, and providing feedback for improvements.

Request is made to HOI of the school to supervise one or two

classes of each student trainee and to provide feedback . An unique observation schedule in addition to the above measures were developed given to school incharge leaders, got it filled , data was analyzed provided proper instruction to prevent the mistake. This schedule helps in knowing the sensitive issues like by what time the supervisor reaches and leaves the school, number of classes observed & skips.

File Description	Documents
Documentary evidence in support of the response	[View File](#)
Any other relevant information	[View File](#)

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

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

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

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

2.5 - Teacher Profile and Quality

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

12

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

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

3

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

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

30

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

30

File Description	Documents
Copy of the appointment letters of the fulltime teachers	[View File](#)
Any other relevant information	**No File Uploaded**

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

The institution plans inhouse seminar and workshop in each semester by allotting the significant current educational developments and challenges. Due to the pandemic responding to the challenges during the pandemic the college has organised orientation for the teachers on

Teachers exhibit a proactive approach to maintaining their professional development through various strategies:

1. In-House Discussions:

    o   Teachers engage in regular in-house discussions to delve into current educational developments and challenges. These dialogues encourage the exchange of ideas, best practices, and innovative teaching methods, fostering a culture of continuous learning.

2. Information Sharing:

    o   Teachers actively share information with colleagues within their institution and collaborate with other institutions. This includes updates on educational policies, regulations, and emerging trends. By disseminating valuable insights, they contribute to a broader knowledge ecosystem.

These efforts reflect teachers' commitment to staying informed, adapting to evolving educational landscapes, and enhancing their teaching practices to better serve their students' needs.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	**No File Uploaded**

2.6 - Evaluation Process

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

The course evaluates its students both internally as well externally. The external evaluation is related to the theory examination conducted by University at semester end. where as internal evaluation is related to the evaluation of seminars, practical's, internal test, pre internship activities, internship activities and post internship activities throughout the course / semester. Generally internal evaluation is confined to product where as continuous internal evaluation convers both product and process along with values , attitudes, skills, competencies and perspectives developed by the course, for the course and during the course along with the products assessed in internal evaluation.

As a part of internal evaluation (CIE) the institution seriously considered and evaluated the regularity and the punctuality of the students to the college, classes, programmes, activities, the involvement and commitment with which they participated, their interaction and responses in class room, performance in group discussion, supervised test, unit test, their participation in mentoring and remedial sessions, the interest shown for add on courses and revision classes, the ease with which they completed the assignments.

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

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound;	**Five of the above**

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

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	**No File Uploaded**

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

Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient. The mechanisms for redressal of grievances with reference to evaluation are as follows: Internal marks of all students is displayed by their mentors before the commencement of University examinations. Remedial coaching classes also conducted. There is complete transparency in internal assessment. At the beginning of the semester, faculty members expose the students to various components in the evaluation process during the semester. Internal assessment test programs are organized according to the university and students are informed in advance. To ensure proper conduct of formative tests, two observers are allocated in each hall. The course is evaluated by faculty members within 15 days from the exam date. Corrected answer sheets are sent by the students for their verification and any grievance is redressed immediately. The marks obtained by the students in internal assessment tests are displayed on the notice board of the institution: Students are constantly evaluated by faculty regarding theory lectures, labs, assignments, unit tests. If the students are facing any problem, they are solved by the principal of the college. Redressal of grievances at university

level, after forwarding such questions through the college examination section, the questions related to the result, improvement in mark sheet, other certificates issued by the university are handled in the examination section. Students are allowed to apply for re-valuation, by paying the required processing fee to the university.

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

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

Adhering to the academic calendar for the conduct of Internal Evaluation involves a systematic approach to ensure timely and effective assessment processes. The mechanism typically includes:

1. Calendar Planning:

   o At the beginning of each academic year or semester, the institution prepares a detailed academic calendar that outlines the schedule for various activities, including internal evaluations. This calendar is communicated to students and faculty members.

2. Assessment Timelines:

   o The academic calendar specifies the dates for each internal evaluation, including assignments, quizzes, tests, projects, and presentations. These timelines are strategically set to align with the pace of the curriculum and learning objectives.

3. Communication and Awareness:

   o Faculty members inform students about the assessment schedule well in advance, ensuring students are

aware of upcoming evaluations. Clear communication prevents surprises and allows students to plan their studies effectively.

4. **Uniform Standards:**

   - The academic calendar ensures uniformity across departments or programs, avoiding overlaps in assessments and providing students with a balanced workload.

5. **Feedback and Improvement:**

   - After each internal evaluation, faculty members use the results to provide feedback to students. This aids in their continuous improvement and also helps instructors gauge the effectiveness of their teaching methods.

   - The institution periodically reviews the effectiveness of the academic calendar in terms of assessment scheduling. If needed, adjustments are made to improve the process in subsequent academic years.

7. **Collaboration with Departments:**

   - Different departments collaborate to ensure that assessments are distributed evenly across subjects, preventing an excessive workload on students during certain periods.

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

2.7 - Student Performance and Learning Outcomes

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

Institution ensures alignment of stated PLO and CLOs with the teaching learning process by organizing different programs from the beginning academic year. Induction programs is organized to give information about the B.Ed. course and the nature and objectives of the B.Ed. course. Entry level assessment is done. Talent's day is organized to provide platform for the student teachers to exhibit their hidden talents. Students' association is formed to develop in student teachers the leader ship qualities and the sense of responsibility in organizing different programs for the development of the institution and student teachers. Seminars communications skills and expository writing activities are organized for developing various skills among student teachers. Knowing the importance of sound mind in a sound body yoga program is conducted in the institution for the benefits of the students. 21st century is an age of science and technology, keeping the importance of challenges of science and technology for the present generation, ICT classes have been organized to equip the students with skills related information and communication technology. To equip the student teachers with many skills of teaching orientation, demonstration and practice of teaching skills practice of writing episodes on the selected topics using different skills of teaching, recording observation of the presentation of the teaching skills by other student teachers have been taken care of. Community living camp and excursion are organized to develop civic sense among student teachers. Team games are conducted for developing personality traits among student teachers.

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

2.7.2 - Pass percentage of Students during the year

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

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

Institution conducts semester wise internal tests and exams, seminars and projects for monitoring the progressive performance of student and attainment of professional and personal attributes in the light of PLOs and CLOs. Institution also conducts mentoring session in every semester for the student teachers to see the progressive performance of student teachers. The same is used for further improvements. Institution collects feedback from students, alumni, school head master/mistress which is an important method of measuring attainment of PLOs and CLOs. The same is used for further improvements. Students are exposed to pre-internship, Internship and post-internship programs, projects, field works, local visit etc., This helps them to obtain necessary skill and practical experience in their chosen discipline. The same is used for further improvements. The institution has a placement cell, which caters to the needs of the schools and outgoing students for different posts. The same is used for further improvements.

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

2.7.4 - Performance of outgoing students in internal assessment

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

49

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Institution plans its curriculum by focusing on PLOs and CLOs. It not only helps the teachers but also students to know their objectives for the course. It provides guidance to the students of what they are supposed to do. It provides the broader aspect of understanding the curriculum to students and teachers and act accordingly. The institution organizes an orientation programme of the students at thebeginning of the new batch each year. Institution makes them be familiar with the course, internal assessment method and extracurricular activities, rules and regulations as well as other facilities available for them in the institution. Programmes like drama, literature and fine arts are organized for the students to discover the hidden/acquired talents and abilities. Add-on programmes are designed for the benefit of the students in the areas of communication and ICT. Students achievement is measured by conducting internal test and by giving different projects to them. Students receive reading materials and assignments from the teachers to improve their academic performance. Institution also organizes community living camp and excursion every year for the benefit of the students. the mentoring session keeps he teachers in constant touch with the students, helping hem handle academic and personal issues. During internship, feedback Performa developed by the college is provided to the teachers for evaluating teaching proficiency of students. They are also assessed on the basis of various activities performed during the internship i.e. record keeping, action research, organize co-scholastic activities etc.,

File Description	Documents
Documentary evidence in respect to claim	[View File](#)
Any other relevant information	[View File](#)

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

http://sgce.rgcgroup.org/notice-board

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

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

0

File Description	Documents
Data as per Data Template	[View File](#)
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

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

0

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

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

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

File Description	Documents
Data as per Data Template	[View File](#)
Institutional Policy document detailing scheme of incentives	**No File Uploaded**
Sanction letters of award of incentives	**No File Uploaded**
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	**No File Uploaded**
Documentary evidence for each of the claims	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

Three of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	**No File Uploaded**
Reports of innovations tried out and ideas incubated	**No File Uploaded**
Copyrights or patents filed	**No File Uploaded**
Any other relevant information	**No File Uploaded**

3.2 - Research Publications

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

5

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

2

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

3.3 - Outreach Activities

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

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

11

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

97

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

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

99

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

99

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

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

The institution conducts a range of outreach activities that are strategically designed to sensitize students to social issues and foster a spirit of community development. Following are the outreach activities conducted

Student teachers actively engage in community clean-up drives, specifically targeting local schools and college campus, aiming to create a cleaner and more sustainable environment within the school community.

Active participate in blood donation campaigns, contributing to

community health and raising awareness about the importance of voluntary blood donation.

Donating books and instructional materials to local community school

Collaborating with local schools, the institution organizes educational events, including exhibitions, quiz programs, and essay writing competitions.

Conduct awareness programs on garbage management, health, and hygienic measures in nearby villages during community living camp

Engage in a community-oriented project to those in need, addressing issues related to basic necessities.

Awareness campaign on the right to vote, encouraging community members to exercise their voting rights.

Promoting a "Go Green" campaign to raise awareness about environmental conservation.

Organize dental checkup camps, providing free dental check-ups and services to the community.

The institution collaborates with organizations like Red Cross to render additional services to the community.

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

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

0

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

3.4 - Collaboration and Linkages

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

0

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

0

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

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

4

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities	Five/Six of the above

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

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The institution infrastructure is, as per the NCTE norms. An exclusive building with the built up area of 1627sq.mts is provided which has the following accommodation.

* Four classrooms

* Principal's chamber

* Multipurpose hall

* Psychology Laboratory

* Science Laboratory

* ICT Centre

* Staff Rooms,

*Administrative Office

* Library

* Separate toilets for girls, boys and staff

* Girls' rest room

* Drinking water facility

* Store room

* Sports room

The remaining facilities like parking area, playground, canteen etc., are common to all the institutions of the campus. The development and maintenance of infrastructure and learning resources is funded by the Management.

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

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

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

4

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

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

300000

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

Yes, the institution is automated and using e-granthalaya software for automation of the library. E-granthalaya has the following features

- Book acquisition
- Cataloguing
- circulation
- Members Registration, issue and reserve, return and renew
- Locating the book
- Library budget allocation
- Stock Verification

- CIRCULATION MODULE This module is used to automate the Circulation Desk activities and services such as making membership, issue and return of the documents, generating overdue reminders, etc.

  Issue of books can be done by just scanning the user ID card and then scanning the Acc. No. of the book.

  Reserve A book can be reserved by the user only when the book is issued out to some other user. In this case the reserve button will be activated.

  SERIALS MODULES This module is used for managing the "Subscription to the Journals and Magazines" in the Library. The process of subscribing is slightly different from purchasing the books in the Library

Basic Book searchUser can search by Author, Title, Publisher, Keywords etc. Titles, Subject-wise, Accession No., Year-Wise, Publisher-Wise.

Result of Book search Once the required book is selected it displays all the details of the book as shown in the screenshot above.

Members Details The Library members can set their password, view their profile, update the profile timely,

File Description	Documents
Bill for augmentation of library signed by the Principal	[View File](#)
Web-link to library facilities, if available	[nil](#)
Any other relevant information	**No File Uploaded**

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

The institution does not have remote access to the library resources.

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

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

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

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

32000

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

4.2.5 - Per day usage of library by teachers and students during the academic year

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

457

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

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

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

4.3 - ICT Infrastructure

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

The institution upgraded ICT facilities, incorporating advanced Wi-Fi technology to enhance connectivity and accessibility on campus. This provides students and staff with faster and more reliable internet access across various locations. The Institution has a well-developed system to integrate IT facilities for an effective teaching-learning experience. The

Campus is Wi-Fi enabled with ACT fiber Net tariff plans with an internet speed of 500 MBPS. The need for additional routers/amplifiers is periodically assessed and accordingly fixed to ensure that the campus has a proper coverage/range of Wi-Fi. The institution has also purchased D Link Wi-Fi Adapters for the Wi-Fi access required for Desktop Computers.

The institution has well equipped computer laboratory with a qualified staff member to attend the ICT needs of the students and staff

Facilities provided in the ICT resource centre

Computers - 20

Laptops - 03

Speakers - 02

Printers - 02

E-Granthalaya Software - 01

Tally - 01

Scanners - 04

Tape recorders - 02

Television Set - 01

slide projectors - 01

OHP - 01

LCD projectors - 04

Interactive board - 01

Wi-Fi Available

.

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

4.3.2 - Student – Computer ratio during the academic year

1:2

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	**No File Uploaded**

4.3.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:	**B. 500 MBPS - 1GBPS**

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during theacademic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant Information	**No File Uploaded**

4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	**Two of the above**

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	nil
List the equipment purchased for claimed facilities along with the relevant bills	**No File Uploaded**
Link to the e-content developed by the faculty of the institution	nil
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

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

300000

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

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

Laboratory

- **Stock registers are maintained by the staff members.**
- **Internal stock verification is conducted annually by the principal and the auditing committee**
- **Students are instructed on the proper utilization of laboratory facilities and are guided by staff members.**
- **Annual maintenance ensures that all materials are serviced regularly.**

Library:

- The library operates from 9:00 am to 5:00 pm on all working days.
- Borrowing is facilitated through registered ID cards with barcodes for both students and staff.
- Borrowing periods are clearly defined for students and staff, with options for renewal.
- E-resources in the digital library are available for users.
- Periodicals' subscriptions are renewed annually.

Sports Complex:

- A systematic procedure is in place for the purchase and maintenance of sports equipment.
- Both indoor and outdoor game facilities are available on campus.

Computers:

- The computer lab houses over 26 desktops with advanced processors and a high-speed network.
- Qualified computer staff members and technicians maintain both software and hardware.
- Annual maintenance is conducted to ensure the optimal performance of the computer lab.

Classrooms:

- Classrooms are designed with ample space and well-versed air circulation.
- Adequate lighting and fan facilities are arranged in each classroom.
- Regular cleaning by dedicated sweepers maintains cleanliness.
- Notice boards in every classroom display important notifications, timetables, and circulars for students.

File Description	Documents
Appropriate link(s) on the institutional website	http://sgce.rgcgroup.org/college-facilities
Any other relevant information	View File

STUDENT SUPPORT AND PROGRESSION	
5.1 - Student Support	
5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	**Three of the above**

File Description	Documents
Data as per Data Template	View File
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File
Sample feedback sheets from the students participating in each of the initiative	**No File Uploaded**
Photographs with date and caption for each initiative	View File
Any other relevant information	View File

5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	**Nine or more of the above**

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	**No File Uploaded**

5.1.3 - The Institution has a transparent	**B. Any 3 of the above**

mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

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

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

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
28	48

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

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

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

7

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

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

3

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

5.3 - Student Participation and Activities

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

Yes, the institution has a student association. The association is formed through democratic procedure. The student association co-ordinates and organizes academic and co-curricular programs with the help of other clubs/committees. The student association along with the members of the various clubs/committees prepare a plan of action to carry out different type of activities for effective functioning of the association and contribute in smooth functioning of the college by communicating the requirement / expectations of student community with the faculty to carryout curricular and co-curricular activities in an effective manner.

The student association in collaboration with various cell/ committee/ clubs like Women Redress Cell, Student Grievance Cell, Guidance and Counselling Cell, Magazine Committee, Eco

Club, Kannada Vedike, English Club, Social Science Club, Eureka Club organizes various activities listed below:

- **Significant days like Women Day, Teacher Day, Science Day, Independence Day, Kannada Rajyotsava etc.**
- **Co-curricular and cultural activities**
- **Community living Camp**
- **Field visits and educational tour**
- **Guest lectures**
- **Sports day and environmental awareness programme**
- **Extension activities by collaborating with NGOs**
- **Intra college competition like quiz, debate, essay writing etc.**

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

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

8

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

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes

significantly for the development of the institution   Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

Contributions of the Alumni Association:

1. The alumni play a crucial role in establishing networking opportunities for all students, sharing information about job placements, and helping the college stay updated on the career paths and also provides feed back to the teachers and about the curriculum. also.

2. Every year alumni association organizes inter college competition in Essay Writing, impromptu speech, preparation of teaching aids.

3. And also Alumni Association takes part in inaugural function of the course and helps in providing proper introduction to the college , faculty members and also about the course requirements.

4. Alumni Association also organizes demonstrations content enrichment programme and guest lectures on innovative practices of teaching to the trainees.

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

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

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

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

0

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	**No File Uploaded**
Any other relevant information	**No File Uploaded**

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

The Alumni Association plays a pivotal role in fostering a strong bond between alumni and the institution, contributing significantly to the growth and development process. Alumni provide crucial support to students through various means, including interaction, guidance, and placement opportunities. The association actively facilitates networking relationships, keeping the college informed about student placements and school-based work opportunities. Incorporating alumni as members in the meetings demonstrates their integral role in institutional affairs. The Alumni Association conducts annual meetings where valuable feedback and suggestions are provided, contributing to continuous improvement. Alumni, consisting of both employers and employees, offer constructive feedback during these meetings, aiding the college's strategic planning and expansion. Their

engagement in activities like conducting inauguration B.Ed. course every year and introducing institute and the faculty members, invited as guest lectures, participating as judges for co-curricular activities and advertising further enhances the institution's visibility and reputation. They contribute resource materials for TET/NET and other competitive exams. Overall, the Alumni Association stands as a dynamic force in ensuring the continued progress and prosperity of the college.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

The goal of the institution is conveyed through its vision, mission objectives and values. The institution excels itself by extending the quality education to its stakeholders by keeping institution vision and mission in all its endeavours.

Vision:

Excellence in competencies and value based teacher education

Mission

Our Mission is to provide sustainable qualitative value based teacher education to meet the needs of the stakeholders in the current challenging social and educational system.

The institution makes known its mission, vision and values to the stakeholders in the following ways:

* The vision, mission, values and the objectives are mentioned in the website, college diary and in the college magazine "Dhruthi" of the institution

* The principal introduces the vision, mission and values of the institution for the prospective student teachers during the induction programme of the B.Ed. course.

* The Chairman of the institution Sri. P, Sadasivan shares the vision, mission and values with the student teachers and staff members during various functions and meetings.

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

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

ORGANIZATIONAL HIERARCHY OF THE INSTITUTION

The activities of the institution are decentralised through different committees. The principal guides each committee to function systematically. All the issues, grievances and suggestions are discussed and conveyed to the staff in charge of each committee. The principal takes advice and support from the governing council according to the gravity of the issue.

The academic and administrative activities of the institution are decentralized by assigning responsibilities through the constitution of different committees and clubs for the smooth functioning of the institutional activities.

* The faculty members are made incharge of each committee. With the assistance of the student representatives and the other staff members, the responsibilities are carried out

* The faculty incharge plans and executes the assigned activities and submits reports to the principal with the feedback received from the student teachers.

The institution follows proper administrative procedures, employing circulars, notices, and general meetings with conveners and staff members. Institutional accounts undergo an annual audit at the close of each financial year. Admissions are conducted in accordance with BCU guidelines through advertisement. Selected candidates receive notifications through emails, phone calls, SMS, and their names are prominently displayed on the college notice boards.

File Description	Documents
Relevant documents to indicate decentralization and participative management	[View File](#)
Any other relevant information	No File Uploaded

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

The institution prioritizes transparency across its financial, academic, administrative, and overall functions through several concerted efforts. Financially, annual audits are conducted in compliance with government regulations, ensuring accountability. Displaying audited accounts on the official website further enhances transparency. Internal audits by the college superintendent and external audits by independent auditors provide dual layers of financial scrutiny. In academics, essential information, including timetables, test results, and examination outcomes, is disseminated through notice boards and WhatsApp groups, minimizing confusion among students. Administrative processes adhere to clear procedures communicated via circulars, notices, and general meetings, fostering an open and accountable environment. The institution's commitment to transparency extends to publicizing student activities and outcomes on the website, ensuring that stakeholders are well-informed. These multifaceted efforts collectively contribute to the institution's reputation for transparency in financial, academic, administrative, and other operational realms.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	[View File](#)
Any other relevant information	**No File Uploaded**

6.2 - Strategy Development and Deployment

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

The institution, aligning with its strategic plan, successfully implemented innovative teaching-learning strategies during the year. In response to the pandemic-induced disruption, the Internal Quality Assurance Cell (IQAC) proactively deployed various online mediums, including Google Meet, Zoom, and Google Classroom. This swift adaptation allowed for the seamless continuation of academic activities, ensuring minimal disruption to students' learning experiences. The IQAC had foreseen the importance of faculty engagement, leading to the strategic initiative of sharing teachers' expertise with schools through talks and workshops. The collaborative effort resulted in the publication of a book containing modules for in-service teacher workshops, currently in the process of publication and circulation, exemplifying the institution's strategic foresight and dynamic response to challenges.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	[NIL](#)
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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

The institution maintains a well-structured organizational framework with diverse bodies ensuring effective functioning across all levels.

Governing Body:The Governing Body provides strategic direction and oversight.

Administrative Setup: The Principal serves as the central authority and oversees the day-to-day operations. Collaborating with the IQAC Coordinator, Departmental Heads, the Librarian, and Committee Convenors, the Principal coordinates and mobilizes the college's workflow.

Committees: Various committees, led by teacher Convenors, are established to execute specific functions. The Committees/Cell encourages a research culture among students and faculty. The Library Advisory Committee contributes to library policies and services enhancement.

Management Focus: The college management emphasizes optimal results through continuous efforts, clearly demarcating duties and responsibilities for every staff member.

IQAC Meetings: Meetings are organized to discuss academic and other agenda items, fostering collaboration and informed decision-making.

College-level Committees:

1. IQAC
2. Cultural Committee
3. Discipline Committee
4. Examination Committee
5. Grievance Cell
6. Anti-Ragging Committee
7. Scholarship Committee
8. Women Cell
9. Placement Cell
10. Alumni Association
11. Magazine committee etc

This well-defined structure reflects the institution's commitment to efficient governance, research promotion, and holistic development.

File Description	Documents
Link to organogram on the institutional website	http://sgce.rgcgroup.org/notice-board
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

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

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

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

The IQAC identified a need to enhance faculty professional development by implementing workshops on pedagogical innovations, technology integration, contributing to continuous improvement in teaching practices, decided to implement a peer mentoring program.

The Cultural Committee, after reviewing suggestions from students, decided to introduceof intercultural festivals, showcasing the rich diversity of traditions and talents within the student body.

The Discipline Committee, in response to concerns about punctuality, decided to implement a reward system for students with consistent attendance. This approach positively influenced

student behavior and overall discipline.

The Grievance Cell, in response to concerns about academic support, decided to implement a peer-assisted tutoring system. This decision facilitated senior students providing guidance and assistance to their juniors, fostering a supportive academic environment.

The Anti-Ragging Committee, after a thorough meeting, decided to strengthen preventive measures by implementing anti ragging awareness campaign

The Women Cell, in response to meeting discussions, decided to enhance safety measures for female students fostering a secure environment, guide students in their academic and professional journeys.

The Placement Cell, decided to strengthen skill development programs. Implementation included collaborations with schools significantly improving students' employability. This decision equipped students with the latest knowledge and trends in their respective fields.

The Magazine Committee, the decision brought forth personal narratives, experiences, and achievments of students, creating a compelling and relatable content section that resonated widely within the college community.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	[View File](#)
Action taken report with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.3 - Faculty Empowerment Strategies

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

The institution adopts welfare measures to improve staff well-

being motivation towards the development of the institution and finally the satisfaction of each employer

The welfare measures introduced by the institution are

- **Personal loans are provided for the required employees**
- **The facilities like, GSLIC is available**
- **Free transportation facilities are provided**

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	View File
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

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

0

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

6.3.3 - Number of professional development /administrative training programmes

organized by the institution for teaching and non-teaching staff during the year.

7

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

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

29

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	View File

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

The following mechanism are adopted to evaluate the performance of the faculty members:

- **The faculty members performance is appraised by the students, principal and also by themselves by using appropriate appraisal forms at the end of each semester**
- **Information about the faculty members is collected by the principal informally through the interaction with the students and other staff members**
- **The faculty members are also assessed by the principal considering their research related activities and other academic activities of the institution**
- **The assessments are communicated by the principal personally to the faculty members and guidance is given for further improvement.**

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	[View File](#)
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	[View File](#)
Any other relevant information	**No File Uploaded**

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

The accounts of the institutions are audited regularly through internal and external audit system. Audit report is enclosed

Internal Audit

Internal audit takes place twice a year by senior accountant appointed by RGC Group of institutions. The audited report is submitted to the management

External Audit

* Accountant prepares receipts and payments, income and expenditure, balance sheet and submits to external auditor for verification and approval at the end of the financial year

* Department of Collegiate education and CPI (Commissioner of Public Instruction) also conducts external audit.

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

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

Not applicable

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

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

The instutution gets financial support from the Goverment of Karnataka for salary. The institution does not receive any grants from UGC. The institution does not take any donation as it is private aided institution.

The operational budget is prepared keeping the availability of the finance. If the financial requirement exceeds, the management provides the financial support on priority basis.

The budget is prepared every year by allocating funds to institutional expenditure as per the income. The management provides financial assistance for the organization of various programs of the institution in case of the deficit.

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	**No File Uploaded**
Any other relevant information	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The IQAC of the institution was established on 4th February 2013 to monitor all the academic and administrative activities to ensure quality education. It strives to bring quality in all the institutional activities by providing continuous support and guidance.

Activities of IQAC

- Preparation of the academic calendar of the institution
- Preparation of academic work plan for each paper
- Promoting different club activities
- Implementation of feedback mechanism
- Planning the best and innovative practices in teaching, learning and co curricular programmes
- Planning and organisation of workshops, guest lectures, orientation and seminars for student teachers, faculty members, secondary school teachers and teacher educators
- Organisation of extension and community centred activities
- Integration of Information communication Technology in teaching and learning
- Promotion of research and consultancy
- Providing placement service to student teachers
- Providing guidance counselling to student teachers
- Professional development programmes for teaching and non-teaching staff
- Conducting add-on and value added programmes.
- Equipping the classroom with ICT facilities

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

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

The IQAC continuously reviews and takes steps to improve the quality of the teaching-learning process. The Academic Calendar

is prepared on advance, circulated and displayed in the website. All newly admitted students have to compulsorily attend the Orientation Programme, in which they are made aware of the course, the uniqueness of the Education system, the teaching-learning process, the system of continuous evaluation, ethics of the course, discipline and culture of the Institute. Students are apprised of the Time-Table, Programme structure, syllabi of the courses before the semester commences. Important announcements are made in the morning assembly and attendance and conduct of classes are monitored. Feedback from students is also taken individually by teachers for their respective courses by IQAC Committee. Students are also free to approach the Principal of the Institute for feedback and suggestions. Feedback is properly analysed and shared with the individual faculty members. The nature of the B.Ed. course is entirely different and practical and activity oriented in nature. the faculty members make continuous and comprehensive evaluation like lesson plan correction, simulated teaching unit test terminal preparatory examination etc., each activity done in the college is assessed through rubrics. The principal also observes the classes of the faculty members and give proper guidance for the performance.

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

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

12

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	View File
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	View File

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

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

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and

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

The institution always insists on the improvement in every academic year in academic and administrative aspects for achieving the vision of the organization. The NAAC accreditation process

(First cycle) itself brought lot of improvement in terms of qualitative and quantitative aspects.

Example 1 in the first cycle only the principal of the institution had Ph.D. in the process of five years the institution has encouraged and motivated the faculties for higher education. At present there are 3 faculty members who have got doctorate. The faculty members are given training to use ICT in the teaching learning process. This indicates the institutions effort and dedication to scholarly growth.

Example 2 the institution upgraded the computer lab with new computers, smart class and all the classroom are equipped with LCD projectors and office was renovated, more number of books were procured, subscribed for periodicals and journals, value added courses are incorporated in the curriculum

File Description	Documents
Relevant documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Yes, institution has got energy conservation policy. The college is committed to conscious electricity use, employing LED lamps to enhance energy efficiency. Trainees are actively encouraged, under the "Save Power" initiative, to turn off lights and fans

upon leaving classrooms. Energy-saving labels and posters conveying clear messages are strategically placed throughout the college, serving as visual reminders to promote a culture of energy conservation. The college actively promotes the use of natural lighting and ventilation whenever feasible, encouraging sustainable practices in daily operations. Implementing LED bulbs and tube lights is identified as an effective strategy to cut electricity costs, with these lighting solutions contributing to enhanced campus security, better-quality light, improved student safety, and prolonged product life. Currently utilizing generator as an alternative power source. Regular meetings of the Maintenance Committee and College Discipline Committee focus on orienting stakeholders to rules, regulations, and energy conservation measures. The institution's architecturally designed buildings prioritize natural light and ventilation, showcasing a commitment to sustainability. Ongoing sensitization campaigns target both staff and students, instilling responsible energy usage habits. The engagement of students in energy conservation initiatives and community outreach programs further amplifies the institution's commitment to sustainable practices.

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

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

The institution's waste management policy underscores a commitment to responsible environmental practices. The policy emphasizes the segregation of waste into categories such as dry, wet, and electronic waste. Implementation involves the placement of designated bins across the campus for efficient sorting. Regular awareness campaigns educate staff and students on proper waste disposal methods. The policy also outlines the safe disposal of electronic waste, ensuring the recycling of valuable materials. Moreover, it emphasizes reducing waste generation and promoting reuse. The implementation procedure involves collaboration with municipal services for the proper disposal of collected waste and periodic audits to assess the effectiveness of the waste management system. Overall, the institution's approach aligns with sustainable principles, aiming to minimize

environmental impact while fostering a culture of responsible waste handling. Biodegradable waste goes to municipal collection, and chemicals used in labs are diluted with water before disposal. The college emphasizes waste reduction and promotes environmental practices like no-smoking zones and tree plantations. The commitment extends to solid, liquid, and e-waste management, reflecting a holistic approach to environmental responsibility.

File Description	Documents
Documentary evidence in support of the claim	[View File](#)
Any other relevant information	[View File](#)

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

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

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage	**Two of the above**

File Description	Documents
Income Expenditure statement highlighting the specific components	[View File](#)
Documentary evidence in support of the claim	**No File Uploaded**
Geo-tagged photographs	[View File](#)
Any other relevant information	**No File Uploaded**

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The institution is deeply committed to cleanliness and environmental well-being. The whole campus is covered with greenery with lot of plants and trees. Regular cleanliness drives cover both classrooms and the entire campus, promoting a hygienic atmosphere. Plantation drives, where students craft plant pots and dustbins from eco-friendly materials, contribute to the institution's green cover maintenance efforts. Support staff ensures the college building is consistently clean, incorporating daily cleaning routines for water closets, soap usage, and periodic water tank maintenance. Adorned with trees and plants, the institution emphasizes a fresh and green environment. The commitment to cleanliness sets an example for students, teachers, and staff members, with measures like door mats, trash bins, and frequent cleaning events promoting a consistently clean campus. Sanitation measures include personal hygiene, safe drinking water, proper waste disposal, solid waste management, and overall environmental sanitation. Pollution-free practices, like LED bulb use and a no-smoking policy, contribute to a healthy and eco-friendly atmosphere. The dedication to tree plantation ensures greenery maintenance, with annual planting initiatives and seasonal flower gardens. Professional cleaning teams and facilities for purified water and accessible toilets further support the institution's commitment to hygiene and sanitation.

File Description	Documents
Documents and/or photographs in support of the claim	[View File](#)
Any other relevant information	**No File Uploaded**

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

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

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

`10,000`

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

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

`The institution is dedicated to leveraging the local environment, utilizing locational knowledge and resources, and engaging with community practices and challenges. Through various initiatives, it actively incorporates the rich local`

culture and resources into its academic and outreach activities. The college places a strong emphasis on internal quality management, maintaining transparency, participatory work culture, and effective resource management. The institution is actively engaged in various initiatives to promote environmental awareness and holistic development. These efforts include organizing awareness campaigns on voting rights, celebrating events like Republic Day, and Independence Day through cultural programs. Through community-based programs by interacting with local schools and specially-abled individuals. The campus displays flex boards, banners promoting environmental awareness, social harmony, and moral values. Overall, the institution plays a vital role in maintaining peace, national integration, and contributing to the development of students and the community. The institution also participates in government and non-government campaigns, promoting environmental awareness and practical knowledge about local resources.

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

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized	B. Any 3 of the above

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

7.2 - Best Practices

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

Best Practice 1

Title: Empowering rural students with basic computer knowledge

Objective

To empower students with fundamental concepts of computer hardware and software, basic trouble shooting skills, and Kannada typing skills.

Description

In response to the educational needs of rural students with minimal computer knowledge institution provides hands on training on basics of computer necessary for designing teaching module such as hardware and software basics, Kannada typing skills, trouble shooting skills etc.

Evidence of Success

Through guided practice sessions, students acquired computer

literacy and also developed the ability to type in kannada accurately. The institution witnessed a notable improvement in student's confidence and proficiency at the end of the program and it also helped us to conduct EPC activities specially ICT related in a successful manner.

Best Practice 2

Title : Pot Luck Lunch Featuring Indian delights

Objective

- To strengthen the community bond and inclusion

Description

The event took place at SGCE, bringing together community members in a shared celebration of diversity,

Evidence of Success

Through the shared experience of savouring flavourful dishes SGCE family not only celebrated the rich food heritage but also deepened the connections fostering a sense of unity and inclusion.

File Description	Documents
Photos related to two best practices of the Institution	[View File](#)
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

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

The vision of our institution – "Excellence in competency and value based teacher education" integrates towards the contribution of national development.

- Equal opportunities are provided to all the student teachers without any discrimination like gender, caste, race and language.
- Institution celebrates all the days of national and cultural significance so as to develop the feeling of

- nationalism, secularism and pride towards the nation among student teachers.
- To integrate the secular values like justice, equality and brotherhood in B.Ed. program the Institution provides an opportunity to all the student teachers to involve in community related activities
- The institution integrates ICT in curriculum transaction. In addition, it also provides training to student teachers about the application of computers in teaching learning process.
- Extension activities are conducted for student teachers to develop the social sensitiveness and to bring awareness about the social issues.
- Value added programs and life skill development programs trains the student teachers to develop the skill necessary for the global society
- The institution seeks the help of sister institution, Rajiv Gandhi Institute ofTechnology to get the additional training and assistance in technology as per therequirement of student teachers and faculty members
- Faculty enrichment and research promotion are the major concerns of IQAC.
- The good results of the institution are indicator of the academic excellence.

The institution is making constant efforts every academic year to achieve the vision and mission through academic excellence

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	[View File](#)
Any other relevant information	No File Uploaded