



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution

**SHANAKARAGOWDA COLLEGE OF
EDUCATION**

- Name of the Head of the institution **Dr .Suvarna .V .D**
- Designation **Principal (In-charge)**
- Does the institution function from its own campus? **Yes**
- Alternate phone No. **08232220809**
- Mobile No: **9972387782**
- Registered e-mail ID (Principal) **sgcedprincipal@yahoo.com**
- Alternate Email ID **suvarana3234@gmail.com**
- Address **K.V.Shanakaragowda Road,
Oppt.Women's Hostel**
- City/Town **Mandya**
- State/UT **Karnataka**
- Pin Code **571401**

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 **University of Mysore**
- Name of the IQAC Co-ordinator/Director **Dr.K.Channakrishaiiah**
- Phone No. **8867068678**
- Alternate phone No.(IQAC) **08232220809**
- Mobile (IQAC) **9448282583**
- IQAC e-mail address **sgcediqac@gmail.com**
- Alternate e-mail address (IQAC) **sgcedprincipal@gmail.com**

3.Website address

- Web-link of the AQAR: (Previous Academic Year) <https://sgcedmandya.ac.in>
<https://sgcedmandya.ac.in/wp-content/uploads/2023/09/AQAR%202020-21.pdf>

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

- if yes, whether it is uploaded in the Institutional website Web link: <https://sgcedmandya.ac.in/wp-content/uploads/2024/02/calender-of-events-2022-23-1.pdf>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B++	83.00	2006	02/02/2006	01/02/2011
Cycle 2	B	2.30	2014	10/12/2014	09/12/2019

6.Date of Establishment of IQAC**19/12/2014****7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.**

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

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 **04**

- 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)

The college has organized a special guest lecture on Drama and Art in Education on the month of 30th January 2023, a Visit to the Medical Museum and Tharalaya on 7th and 8th February 2023, a Celebration of Science Day on 28th February 2023 and a Celebration of International Women's Day on 21st March 2023, Celebration of International Mathematics Day on 31st March 2023.

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
<ul style="list-style-type: none"> • Preparation of Academic Calendar • Use of ICT facilities • Monitoring and Implementing the Quality Management System • Formation of different committees • Emphasis on internal academic audit • Involvement of students in various co-curricular activities • Proposal to implement value added course for the benefit of students 	<p>The academic calendar is followed as per the University guidelines, The teachers were involved in ICT based classes. The quality management can be assessed by the result of the students. 100% result was procured with 95% distinction. The different committees have organised good number of co-curricular activities such as Fresher's Talent's Day, National Leaders Birthday and Other National Days celebration were conducted. The syllabus shedule for the Value Added courses were prepared</p>

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	SHANAKARAGOWDA COLLEGE OF EDUCATION
• Name of the Head of the institution	Dr.Suvarna.V.D
• Designation	Principal (In-charge)
• Does the institution function from its own campus?	Yes
• Alternate phone No.	08232220809
• Mobile No:	9972387782
• Registered e-mail ID (Principal)	sgcedprincipal@yahoo.com
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• Address	K.V.Shanakaragowda Road, Oppt.Women's Hostel
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• Type of Institution	Co-education
• Location	Urban
• Financial Status	Grants-in aid

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• Phone No.	8867068678				
• Alternate phone No.(IQAC)	08232220809				
• Mobile (IQAC)	9448282583				
• IQAC e-mail address	sgcediqac@gmail.com				
• Alternate e-mail address (IQAC)	sgcedprincipal@gmail.com				
3.Website address	https://sgcedmandya.ac.in				
• Web-link of the AQAR: (Previous Academic Year)	https://sgcedmandya.ac.in/wp-content/uploads/2023/09/AQAR%202020-21.pdf				
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• if yes, whether it is uploaded in the Institutional website Web link:	https://sgcedmandya.ac.in/wp-content/uploads/2024/02/calender-of-events-2022-23-1.pdf				
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Cycle 2	B	2.30	2014	10/12/2014	09/12/2019
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7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
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13.Whether the AQAR was placed before statutory body?	No
<ul style="list-style-type: none"> • Name of the statutory body 	
Name of the statutory body	Date of meeting(s)
Nil	Nil
14.Whether institutional data submitted to AISHE	
Year	Date of Submission
2022-23	09/01/2023
15.Multidisciplinary / interdisciplinary	
<p>Shankaragowda College of Education is the college of teacher training institution. It follows the rules of an interdisciplinary approach. It focuses on learning each Perspeticve and Pedagogy subjects separately. All the students develop the skills. The process and concepts of one subject help to develop an understanding the concepts of other subjects. College focuses on students skill development. The curriculum is fully student-oriented. The college focuses on the development of particular skills, which help to understand the concepts of</p>	

both Pedagogy subjects. Through the interdisciplinary approach of education deeper levels of conceptual coherence and varied sets of reasoning and cognitive strategies are developed among the students as learning outcomes. In teacher education to achieve the objectives, the co-operation among student-teacher educator, student-student, teacher educator-teacher educator cooperation takes place meaningfully.

16.Academic bank of credits (ABC):

NA

17.Skill development:

The teacher education institution is required to train and equip teacher-trainee with the current needs of job requirements. Skill Development is an inseparable component of education in the 21st century. To make the teacher-trainee ready for the job requirements and build their core competencies to face real-life challenges they must have the required knowledge, skills, teaching competence, communication skills. To acquire required skills teacher trainees need to undergo teaching practice and must be exposed to motivational speech. They are allowed to develop professional as well as life skills. The College continuously strives to create appropriate educational environment by exposing students to teaching skills through micro and macro teaching, simulation classes, workshops, talks, interactive sessions, Add-on Courses on Spoken English, Mental ability etc. The training institution is in talks with prominent organizations that work in the domain of different skilling of teacher training.

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

NA

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

After completion of teacher education programme, the student teacher will be able to apply their knowledge and competencies in several areas. They have developed their teaching skills fulfil the criteria for become a competent teacher according to NCTE. They developed their teaching personality. Students have developed ability to analyse curriculum and able to select appropriate teaching strategies according to their needs. Good number of students have applied for teacher ship

vacancies and they are selected and now working as teachers in high schools, +2 schools and private schools. They have completely engaged themselves in the process of self directed learning through the use of innovative ideas. They are completely self sufficient with subject knowledge. They also developed several life skills on themselves for successful establishment in the society. After becoming a teachers in any sector they contribute to the community service in the society. They are able to develop the link between theory and practice.

20.Distance education/online education:

NA

Extended Profile

1.Student

2.1	91
Number of students on roll during the year	

File Description	Documents
Data Template	View File

2.2	50
Number of seats sanctioned during the year	

File Description	Documents
Data Template	View File

2.3	28
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	

File Description	Documents
Data Template	View File

2.4	44
Number of outgoing / final year students during the year:	

File Description	Documents
Data Template	View File
2.5 Number of graduating students during the year	44
File Description	Documents
Data Template	View File
2.6 Number of students enrolled during the year	91
File Description	Documents
Data Template	View File
2. Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	8,04,008.23
4.2 Total number of computers on campus for academic purposes	67
3. Teacher	
5.1 Number of full-time teachers during the year:	09
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	08
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

Shankaragowda College of Education is affiliated to the University of Mysore. It adheres to the prescribed two-year B.Ed curriculum. The Institution follows a structured academic schedule alligned with the university curriculum to ensure smooth operation. Faculty members of our college have been part of Curriculum Development committees at the university level to prepare the curriculum. Curriculum orientation schedules are included in the timetable.

The Institution tries to achieve the course objectives effectively through interactive sessions such as tutorials, lectures, Discussions, demonstrations, pre-practice/teaching sessions, the practice of teaching, microteaching, projects and field trips, etc.It encourages its faculty members and students to involve themselves in technologybased instruction and presentation.

The Institution has best practices for engaging students in cultural activities. It nourishes its students' talent by organizing co-curricular activities on every friday afternoon. On every special occasion, they are involved in unique competitions of various kinds.

The Institution organizes workshops on drama and communication skills to enable learners to emulate their academic skills. Music, arts and crafts teachers inspire learners to acquire special abilities through regular classes and special workshops.

The Institution organizes workshops on the eradication of superstition every year. The alumnus of the Institution voluntarily engages all the student teachers in hands-on experiment programs. It launches its unique programmes to develop required competencies in its student teachers and faculty members. Institution has requested BOS of university of Mysore, Mysore to revise/review the existing curriculum.

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	No File Uploaded
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	No File Uploaded
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

E. Any 1 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	No File Uploaded
Meeting notice and minutes of the meeting for in-house curriculum planning	No File Uploaded
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	No File Uploaded
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

C. Any 2 of the Above

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

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	Nil
Prospectus for the academic year	No File Uploaded
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	No File Uploaded
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

16

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year	
0	
1.2.2.1 - Number of value-added courses offered during the year	
0	
File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded
1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
0	
1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year	
0	
File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	No File Uploaded
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded
1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance	One of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	No File Uploaded
Document showing teachers' mentoring and assistance to students to avail of self-study courses	No File Uploaded
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

0

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

0

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

One of the crucial foundations of education is the educational program and schedule. To develop learning outcomes, it's essential to have a significant, exhaustive, and well-coordinated prospectus. The Institution has an effective curriculum delivery through a well-planned and documented process at the commencement of the Academic year.

Our Institution prioritizes a comprehensive education in teacher training, encompassing theoretical foundations and practical applications. The curriculum covers educational psychology, child development, curriculum design, assessment methods, teaching techniques, and preparation of research project. Emphasis is placed on hands-on experiences like classroom observations and internships, preparation of project and tutorials.

The curriculum of the institution is designed to provide students with ample opportunities to acquire and demonstrate knowledge. It includes a variety of courses and learning activities to improve their understanding of various subjects. The curriculum is regularly updated to keep up with the latest field developments and ensure that students receive the most relevant and up-to-date education as far as possible. Students can develop their critical thinking, problem-solving, and communication skills and prepare themselves for a successful future by participating actively in the educational activities provided through B.Ed program.

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

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

In our college, students are familiarized with the diversity in the school system through various means:

Curriculum and Textbooks:The curriculum and textbooks often include content that introduces students to the diversity within the Indian education system. This may consist of chapters or sections explaining the development of the school system, the functioning of different Boards of School Education, assessment systems, and state-wise variations. The Courses such as educational administration and management, learning, teaching and assessment and educational evaluation are ment to meet the criteria.

Teacher-Led Discussions:Teachers play a crucial role in familiarizing students with the diversity in the education system. They often conduct discussions in the classroom, explaining the functioning of various boards of education, differences in assessment systems, and how norms and standards may vary across different states.

Guest Lectures and Workshops:Our college invites guest speakers, such as education experts or representatives from different boards of education for guest speeches or as resource persons for workshops organised for students. These sessions help students to gain insights into the functioning of various educational bodies and their differences.

Field Trips and Experiential Learning:The college organises field trips for students to different places and institutions. Where students can interact with representatives and they can see and understand significance of the places. This hands-on experience allows students to understand the practical aspects of the education system and its diversity.

These extended facility can supplement traditional teaching methods and offer students additional perspectives.

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

Our curriculum involves an internship program, which is very important to shape the trainees into effective teachers of tomorrow. It provides practice teaching and opportunities to participate in school activities like a regular teacher. In our college, we have an effective monitoring mechanism during the internship program. The teachers of our college demonstrate the classes in their methods and teacher trainees are allowed to observe the teachers' classes. Then, they are made to practice teaching techniques. Later, they are deputed to the different schools of the district for internship program. During the program trainees are encouraged to reflect on their teaching experiences, analyze their strengths and areas for improvement, and consider how different elements of their teaching practice are interconnected. This reflection may be facilitated through group discussions, and guided feedback sessions with mentors and supervisors.

In B.Ed. curriculum, we try to enhance professional competency among our trainee teachers by focusing on the development of language skills (comprehension skills, and reading skills), aesthetic and creative skills (co-curricular competencies), ICT skills (computer literacy and basic skills of using PowerPoint, excel, word; skills of using digital platform for communication and e-learning resources) and skills of maintaining physical and mental wellbeing through yoga and self-concept development.

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

One 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 and analysed

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	No File Uploaded
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

91

2.1.1.1 - Number of students enrolled during the year

91

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

88

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

88

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	No File Uploaded
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

0

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

0

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

2.2 - Honoring Student Diversity

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

The assessment process at the entry level is done to identify students' different learning needs and readiness to undergo a professional education program. It typically involves a multifaceted approach to understand each student's strengths, weaknesses, learning styles, and academic background.

- At the time of College inaugural function, Information was gathered about students' extracurricular activities, hobbies, and interests to tailor support accordingly.
- An induction programme is organised for the Freshers to ease the transition into a new course.
- Internal assessments are conducted through various modes. Internal marks are given to the students for projects, assignments, participation in classroom activities etc. Based on the said performance. Remedial measures are taken to help the students to improve in various fields on the basis of mentioned performance.
- Students were observed during class hours and leisure time to assess their engagement, interaction with peers, and overall behaviour.
- Provides support services such as tutoring, counselling, mentoring, or accommodations if needed to address academic challenges and promote student success.

Overall, the entry-level assessment process aims to identify students' diverse learning needs, assess their readiness for professional education and provide tailored academic support to ensure their success in the program.

File Description	Documents
Documentary evidence in support of the claim	No File Uploaded
Documents showing the performance of students at the entry level	No File Uploaded
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning

Four/Three of the above

Enhancement / Enrichment inputs
Collaborative tasks Assistive Devices and
Adaptive Structures (for the differently
abled) Multilingual interactions and inputs

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	No File Uploaded
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

One of the above

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

2.2.4 - Student-Mentor ratio for the academic year

1:12

2.2.4.1 - Number of mentors in the Institution

8

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.

The main function of teaching is to make learning effective and meaningful. Teaching and learning are closely related to each other. Learning is made more student-centric through a combination of traditional and new teaching methods. The institution employs various teaching and learning methods to cater to diverse learners. Our college enhances the learning experience of students by adopting student-centric methodologies. The institution provides several opportunities for Experiential learning by organizing Field trips, demonstrative learning, and Making students to participate in training related to skill and career development. Organization of Seminars, tutorials, Discussions, and lectures from expert persons and the organization of competitions by different clubs of the institution will make students learn through participation. The institution conducts tests and quizzes and provides minor research projects for students to learn and develop problem-solving skills.

The rationale for adopting these varied learning modes lies in providing a well-rounded educational experience that addresses diverse learning styles, promotes active engagement, facilitates skill development and fosters a deeper understanding of course content. Implementation of multiple learning modalities, enables educators to create dynamic and inclusive learning environments that cater to the diverse needs and preferences of students ultimately enhancing their learning outcomes and preparing them for success in their chosen field. Both online and offline modes were used for engaging students actualy in add on course and SSP - chemistry course is completed through online as well as offline

modes .

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

0

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

0

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	No File Uploaded
Documentary evidence in support of the claim	No File Uploaded
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	No File Uploaded

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

One of the above

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

Mentoring teacher trainees in college setting plays a significant role in supporting the development of future educators. The institution has a mentoring system to guide student teachers both academically and personally in order to foster a good student-teacher relationship within and outside the institution. All faculty members act as mentors to the students assigned to them. The objectives of the mentoring system include working in teams to face challenges, giving guidance to weaker performers, providing a modelling system for enhancing teaching skills, and keeping students up-to-date with recent developments in education and life.

- At the outset, mentors and trainees typically meet twice a semester to establish rapport, clarify expectations, and set goals for the mentoring relationship.
- Trainees may articulate their learning objectives, areas of growth they wish to focus on and any challenges or concerns they anticipate.
- Feedback sessions are conducted in a supportive and nonjudgmental manner, focusing on strengths and areas for improvement.
- Mentors facilitate reflective discussions, guiding trainees in examining their assumptions, beliefs, and teaching philosophies to promote continuous improvement.
- Mentors and trainees periodically review progress towards

established goals and adjust strategies to address emerging needs and challenges.

Like this by providing comprehensive mentoring support, our college helps teacher trainees to develop the knowledge, skills, confidence, and resilience needed to become effective and reflective educators. Mentoring fosters a culture of collaboration, continuous learning, and professional excellence within the teaching profession. Ultimately, benefiting students and the broader educational community.

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

One 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

The institution strongly emphasizes nurturing prospective teachers' intellectual abilities, creativity, and critical thinking skills. A teaching-learning process that nurtures

creativity, innovativeness, intellectual and thinking skills, empathy, life skills, etc., among students. It is characterized by several key principles and practices, such as

1. Student-Centered Approach.
2. Project-Based and Inquiry-Based Learning.
3. Encouragement of Divergent Thinking.
4. Integration of Arts and Creativity.
5. Promotion of Collaboration and Communication.
6. Emphasis on Reflection and Metacognition.
7. Incorporation of Problem-Solving and Decision-Making Skills.
8. Cultivation of Empathy and Social-Emotional Skills.
9. Integration of Life Skills and Real-World Applications.
10. Continuous Assessment and Feedback.

Our college creates a dynamic and inclusive learning environment by adopting the principles and practices mentioned. This practice intern help institution to nurture students creativity, critical thinking, empathy and essential life skills. In a way it prepares them to face an ever - changing world successfully.

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

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)

One/Two 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 possible	No File Uploaded
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 Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Two/Three of the above

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

2.4.3 - Competency of effective communication is developed in students

All of the above

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

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

Three of the above

File Description	Documents
Data as per Data Template	View File
Samples prepared by students for each indicated assessment tool	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

Three of the above

devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations

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	No File Uploaded
Any other relevant information	No File Uploaded

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

Three of the above

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

Three 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

**1. Selection/Identification of schools for internship:
Participative/on request**

- It is done by keeping in view the following parameters:
 - Subjects of the students are kept in mind while selecting the schools.
- Accessibility of the schools for students is another focused parameter.
- The student's medium of instruction is considered too before assigning students for practice teaching school.

2. Orientation to students going for an internship:

Following methods are used for orienting the students for internship:

- Students are informed about the do's & don't within the school.
- Guidelines are given to students for their appropriate behaviour with school authority, students and Parents.
 - Guidelines are given regarding dress codes during their teaching practice.
- Students are informed about various activities that they have to perform during internship.

3. Role of teachers of the institution.

The college defines the roles of teachers in the following manner:

- On the first day of the internship in the school, pupil teachers are oriented by the coordinator/principal supervisor of the schools.
- Teachers provide valuable exposure on the internship by ensuring regular checks by visiting the school. Student's doubts are discussed and feedback is given.

4. Exposure to variety of school set-ups:

- Efforts are made to provide the most diversified and finest mode of learning to students by providing them a good school environment.
- The college tries to provide both government and private schools to student teachers for practicing teaching in order to acquire required skills.

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

44

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

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents

Seven/Eight of the above

**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	No File Uploaded
School-wise internship reports showing student engagement in activities claimed	View File
Wherever the documents are in regional language, provide English translated version	No File Uploaded
Any other relevant information	No File Uploaded

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

Monitoring mechanism play a crucial role in ensuring the optimal impact of internship in schools. Shankaragowda College of Education adopts an effective monitoring system during the internship to ensure the optimal impact of the internship experience in schools. Before starting the internship, methodology teachers from the parent institution evaluate the lesson plans and teaching aids of the trainees. Teacher educators regularly visit the schools and observe the teaching practices. On the basis their observations, they provide constructive feedback, guidance, and support to the teacher trainees. School Headmaster/Mistress monitors the performance and progress of the teacher trainees and provides valuable feedback and mentorship to the teacher trainees. Along with the Headmaster/Mistress and School Teachers also provide guidance, support, and mentorship to the teacher trainees by sharing their expertise and best practices and providing constructive feedback on their lesson plans. They assess the teacher trainees' progress through classroom observations, reviewing their interactions with students, and assessing the impact of their teaching methods. Peer observations and peer feedback sessions provide a supportive and collaborative environment for growth. Peer interactions also serve as a platform for teacher trainees to exchange ideas and explore innovative approaches to enhance teaching skills.

Implementation of robust monitoring mechanism involving teacher educators, school headmasters/mistresses, school teachers, and peers, internship programs can ensure that teacher trainees receive comprehensive support, feedback, and guidance throughout their immersion in the school setting. Ultimately, it enhances their professional skills and readiness for the teaching profession.

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

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

One of the above

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

2.5 - Teacher Profile and Quality

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

9

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

6

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

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

9

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

Teachers engage in various educational activities to keep themselves updated professionally. This ensure that they provide the best education to their students by involving in following professional development activities teachers can update their knowledge and skills.

Continuing Education: Teachers attend workshops, seminars, and conferences relevant to their subject area or teaching methods. These events often provide insights into the latest research, teaching techniques, and educational trends.

Graduate Studies: Some teachers pursue advanced degrees or certifications to deepen their knowledge in specific areas of education or to gain expertise in new teaching methodologies.

Online Courses and Webinars: Teachers take advantage of online courses and webinars to learn at their own pace and convenience. These resources cover a wide range of topics and are often facilitated by experts in the field.

Reading Professional Literature: Teachers regularly read professional journals, books, and articles to stay abreast of current research and educational trends. This allows them to incorporate evidence-based practices into their teaching.

Technology Integration: Rapid advancement of technology keeps teachers updated on educational technology tools and platforms that can enhance teaching and learning experiences in the classroom.

Overall, the nature of efforts by teachers to keep themselves updated professionally is multifaceted and dynamic. It reflects their commitment to continuous improvement and ensuring the

success of their students.

File Description	Documents
Documentary evidence to support the claim	No File Uploaded
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

Shankaragowda College of Education has a transparent and continuous internal assessment system. The internal assessments are held at fixed and regular intervals during each semester in the Choice-based- Credit System. Information regarding Criteria for internal assessment are informed to the students in the orientation program and during classes. Criteria for every assessment are printed in the assignment, tutorial and project books. The institution has implemented the recommendations, rules, and regulations of the University of Mysore, Mysore regarding the evaluation process. Internal assessments like C1 C2 tests, assignments, tutorials, and viva voce are conducted periodically. The marks obtained are counter-signed by the students in the answer scripts and recorded before uploading to the university web portal. The marks for each paper are uploaded to the University Portal within the stipulated time frame through the student data management system. As and when the marks are uploaded, confirmation is reflected on their contact. If they find any queries, then teacher trainees contact the concerned teacher educator for clarification. If their objection comes true, then it is immediately addressed by the respective teacher educator. Like this, transparency is maintained.

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	No File Uploaded

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

Two of the above

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

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

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

Shankaragowda College of Education has a robust mechanism to ensure the continuous assessment process. It is transparent, efficient, and in the best interest of students. Several procedures are followed to maintain the mechanism of dealing with internal assessment-related grievances in a transparent, time-bound, and efficient manner. As per the University norms, students have to appear for C1 and C2 tests. They must submit records, project works and assignments and give PPT for tutorial presentation. All question-paper-related issues are directly addressed by the faculty themselves. The critical cases such as attendance and academic performance are discussed in college Teachers' Council meeting chaired by the Head of the Institution. Marks scored in C1 C2 tests, assignments, and project reports are discussed with students after evaluation. They may raise their grievances regarding the marks awarded to them with the faculty concerned, if any. If they are satisfied the answer scripts are counter-signed by the students and recorded before uploading it to the university web portal.

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.

An academic calendar is crucial for effective planning and implementation of any program in an academic year. The institution, which is affiliated to the University of Mysore, follows the academic calendar of the University and prepares its academic calendar at the institutional level in line with the university calendar. The calendar includes relevant information regarding the teaching-learning schedule (working days), various events to be organized, holidays, dates of internal examination, semester examination etc.

The academic calendar helps teachers to know all the activities regarding the continuous internal evaluation process. The calendar helps to monitor the student's academic progress regularly by adopting the strategy of continuous internal evaluation, seminars, project work, unit tests and semester examinations. Practical activities microteaching, discussion, demonstration, and criticism activities are conducted according to the institutional calendar. The prior planning and systematic scheduling in the form of an academic calendar help in the smooth functioning of academic activities.

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.

Shankaragowda College of Education has been functioning systematically and successfully transacting the objectives to be

attained as prescribed by the University of Mysore. The Program Learning Outcomes (PLOs) for prospective teachers aim to develop a comprehensive understanding of education, society, and teaching practices. The PLOs cover a range of areas, including socio-cultural context, psychological basis of teaching and learning, personality development, curriculum transactions, assessment, and teaching methods. Student teachers are exposed to various programs like workshops, interactive sessions etc. which help them to explore new aspects of education and also to understand the significance of education in the social context.

At the beginning of each academic year, the institution plans the teaching and learning activities to guarantee that the PLOs are effectively implemented. The arrangement incorporates classes, conversations, microteaching, criticism lessons, practice teaching, EPC activities, assignments, and tasks for each subject. Execution of curricular, co-curricular, and extra curricular exercises will empower the imminent educators and forthcoming teacher educators to foster the fundamental abilities and disposition to succeed in their profession.

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

2.7.2 - Pass percentage of Students during the year

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

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

Shankaragowda College of Education makes full efforts to make sure that program and course learning outcomes are achieved to a

satisfactory level that can satisfy students' needs. Observation schedules are incorporated at various stages to assess the changes to be made. The Program outcomes and Course Outcomes are statements which describe what students are expected to know and be able to do at the end of each course.

The attainment is measured on the basis of results of the internal assessment, which includes C1 and C2 tests, assignments, tutorials, and external examinations conducted by the university. The discussion sessions are arranged with the students to know the extent to which the expected outcomes are realised. This will help to find out the needs of the student teachers. The feedback is collected from the students by using the student satisfaction survey (SSS) questionnaire. The institution analyses and prepares a report on the attainment of POs and COs on the basis of responses received from respective students and the same is used for further improvement.

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

44

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.

Shankaragowda College of Education, while planning its curriculum, keeps the focus on PLOs and CLOs for all Programmes offered by the institution. The Institution regularly evaluates students' performance through various methods for measuring the attainment of each of the Program Outcomes and Course Outcomes. The programme outcomes and programme-specific outcomes are assessed with the help of a direct evaluation process. It is done through University Examinations, terminal exams, internal and home assignments, unit tests, etc.

The evaluation is also done through class tests, assignments, projects, sessional work, presentations, etc. Assignment books, test book are returned to students with detailed remarks and suggestions for improvement. Students are given various opportunities to showcase their abilities, knowledge and creativity. The affiliating University conducts examinations as per semester pattern through which the institution measures program outcomes. Internal assignments are given to the students, which are always aligned with the course Outcomes of the respective subject. External Assessment is evaluated by external experts. External evaluators for the Practical examinations are appointed by the institution and approved by the University.

In summary, assessments are valuable tools for identifying, monitoring, and addressing students' learning needs throughout the educational journey. By analyzing assessment data and providing targeted support, educators can ensure that students have the opportunity to reach their full potential.

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

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://sgcedmandya.ac.in/wp-content/uploads/2024/04/Overall-Report-2022-23.pdf>

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	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

One of the above

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

One of the above

File Description	Documents
Documentary evidences in support of the claims	No File Uploaded
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

48

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	View File
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

3

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

84

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

84

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

84

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

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

Outreach activities are instrumental in sensitizing students to social issues and community development by providing opportunities for direct engagement, experiential learning, and reflection. Outreach activities often involve students actively participating in community oriented activities or initiatives. This hands-on involvement allows students to witness social issues directly and understand the realities that the communities face.

- Our college has organised the program of cleanliness drive on 2nd Oct 2022.
- National voters' day
- Jatha
- Blood donation camp

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

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

0

File Description	Documents
Data as per Data Template	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

2

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

3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges

One/Two of the above

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	No File Uploaded

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

Shankaragowda College of Education has adequate infrastructure and physical facilities for teaching-learning. The college has 13 well-ventilated rooms, including 2 seminar halls, 1 computer laboratory, 1 language lab equipped with power back-up, 1 psychology lab and 01 library. The college campus is Wi-Fi enabled and has four Smartboards. Two more methodology rooms are ICT enabled and the library is upgraded with 5 desktops with Internet Connection. All faculty members have their staff rooms with a desktop and 100 Mbps speed internet. The teaching and non-teaching staff are provided with computers with internet facilities. All the pedagogy rooms are used as lab cum methodology rooms. All the rooms are equipped with white boards. It posses a sports field with 3500 sq mts and sports room is equipped with required sports materials.

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	Nil
Any other relevant information	No File Uploaded

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

99,876.73

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.

Library automation uses computer-based systems and technologies to manage library collections, services and operations. It streamlines various functions of library, such as cataloguing, circulation, acquisitions, and patron services, to improve efficiency, accessibility, and overall user experience. Our library is Automated with Easylib Software which helps for Accessioning of Books, Import And Export Of Data, Bar Code Compatibility, Customized Data Entry, Stock Verification and Tracking Withdrawn/Lost.

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

Nil

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

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)

0.26

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

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

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

210

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

None of the above

as gifts to College

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

4.3 - ICT Infrastructure

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

ICT (Information and Communication Technology) facilities, including Wi-Fi, are essential to modern educational institutions. Shankaragowda College of Education is well equipped with ICT facilities and wi-fi connection.

There are 61 computers available in the institution with LAN and internet connection for teaching and non-teaching staff and students. 09 computers are for faculty. 02 computers are available for administrative use. 50 computers are exclusively for students' use. Other than this, 01 Laptop is available for faculty use. All Classrooms are well-equipped with smartboards and 04 class rooms are equipped with LCD projectors.

The institute has an internet broadband connection with 100 mbps bandwidth. The Wi-Fi connection plan is renewed every once a year. Equipment for online teaching-learning is available in the institution, including a web camera, headphones, wireless mouse, etc.

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

2:1

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

**4.3.3 - Available bandwidth of internet connection in the Institution (Leased line)
Opt any one:**

D. 50 MBPS - 250MBPS

File Description	Documents
Receipt for connection indicating bandwidth	View File
Bill for any one month during the academic 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

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	No File Uploaded

4.4 - Maintenance of Campus and Infrastructure

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

804,008.23

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

Maintaining and utilizing physical, academic and support facilities such as laboratories, library, sports room and field, computers and classrooms requires robust systems and procedures to ensure effective management and optimal utilization.

Shankaragowda College of Education has established proper systems and procedures for maintaining and utilizing the physical facilities, academic, library, sports materials, computers and classrooms, etc. The Games and Sports section in the institution is being looked after by the Physical Education Director. All the sports materials and equipments are stored in the sports room under his supervision. Computers, Printers, and other IT accessories maintenance are made through AMC regularly, and nonrepairable systems are disposed off accordingly. The Rules and regulations regarding borrowing of books are displayed prominently in the library. By implementing comprehensive systems and procedures for maintaining and utilizing physical, academic, and support facilities, our institution ensures the efficient operation, safety, and accessibility of these resources, ultimately enhancing the overall learning and working environment for users.

File Description	Documents
Appropriate link(s) on the institutional website	https://sgcedmandya.ac.in/infrastructure-facilities/
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

One/Two 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	No File Uploaded
Any other relevant information	No File Uploaded

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

Seven/Eight of the above

File Description	Documents
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded
5.1.3 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees	D. Any 1 of the above
File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	No File Uploaded
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded
5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)	One 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	View File
Report of the Placement Cell	No File Uploaded
Any other relevant information	No File Uploaded

5.2 - Student Progression

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

Number of students placed as teachers/teacher educators	Total number of graduating students
16	44

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

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

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

6

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	View File
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)

04

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

The student council plays a proactive role in institutional functioning and contributes to student welfare in various ways. It serves as a bridge between the student body and the administration. 03 students are elected through a democratic process by the students of our college.

- The student council serves as the voice of the student body, advocating for their interests, concerns, and priorities to the administration.
- Students council organize and celebrate National Teachers Day, Intramural sports competitions, Founder's Day and other National celebrations that include Independence Day, Republic Day, Engineers Day, Science Day and various activities which supports academic activities of the institution.

- The student council identifies and addresses student needs and issues, such as academic support, mental health resources, campus facilities, and student services.
- Council members collaborate with the administration to implement initiatives and policies that improve student well-being and satisfaction.

Overall, the student council plays a vital role in institutional functioning and student welfare by representing students' interest, organizing events and activities, addressing student needs and issues, promoting diversity and inclusion, facilitating communication and collaboration, raising voice for students' rights, providing opportunity for developing leadership qualities, promoting academic excellence and celebrating achievements.

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

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

01

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

5.4 - Alumni Engagement

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

The alumni association plays a significant role in the development of an institution by fostering a sense of community, providing support to current students, contributing to institutional growth, and promoting the reputation and legacy of the institution.

The institution has a registered Alumni Association. It was established in the year 1974. Since its inception, it has supported and supporting the college by organising state-level competitions such as Debate and Folklore. It supports the institution in organising guest lectures and workshops and organises pratibha shresta programme to tap the hidden talent of the students. In summary, the alumni association plays a multifaceted role in the development of an institution by engaging graduates in good number of activities and supporting current students.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
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**

One/Two of the above

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

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

1

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

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

The Alumni Association serve as an effective support system to the institution in motivating and nurturing special talent through various mechanisms. Alumni association of Shankaragowda College of education act as a powerful, emotionally supportive network by providing support to current students. Alumni who have succeeded in different fields offer their skill and guidelines to current teacher trainees with uncommon capacities. Through workshops, seminars, placement, and one-on-one associations, alumni give bits of knowledge, guidance, and customized training, persuading these capable people to reach their maximum capacity.

As per the calendar of events classes for 1 year B.Ed.programme was started on 2nd February of 2023. The new batch students were warmly welcomed by The Principal and by the members of the Alumni

Association. Alumni Association honored previous batch college topper students during the inaugural function. On 30th January 2023 our institution has organised special guest lecture on Drama and Art in Education by Dr.Chidanand, Principal, National College of Education Shivamogga. Alumni Association provided financial support for this special guest lecture on Drama and Art in Education for 3rd semester teacher trainees. Talent's day was organized on 17th October 2023 in collabartion with Alumni Association for fourth semester students. It regularly gives literary books to outgoing students to motivate them to cultivate reading habit in them.

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

Crafting a vision and mission statement for an institution is essential in defining its overarching goals, values, and aspirations. Shankaragowda College of Education is committed to its vision and mission. It aims to achieve this through everyday governance. The governance of the institution is reflective of and in tune with the vision and mission of the institution. The college follows its vision and mission to serve students better. The institution plans the course for enhancing creativity, social responsibility, and professional careers through quality education. The institution strives to develop critical thinking and strengthen community service through proficient and humanitarian engagement and serving with commitment. The college strives to prepare efficient, competent, committed teachers, administrators and researchers. The college helps to provide opportunities and facilities for the all-round development of teacher trainees. The college develops sensitivity towards emerging issues in the changing society and creates awareness in teachers' trainees about the modern trends in education.

Institution has formed clubs, committies and students union with a teacher educater as co-ordinater and students as members. Through these various functions, workshops and guest lectures. The institute has organised good number of activities to reach its vision and mission.

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

Decentralization and participative management are approach towards decision-making authority and involving stakeholders in the management of an institution. The President, Executive members, the Principal, Teaching and non-teaching Faculty, Alumni, Parents, Students and representatives from the fields of Education participate in making the decisions for the academic and infrastructural development of the college. The Institution promotes participative management by forming different Committees involving staff and students. Committees are constituted annually to assign duties to faculty. This shows the democratic approach of decentralization and multifaceted approach to stakeholders. The Committee members in charge of various events make independent decisions on the schedule. IQAC is empowered to make decisions on quality improvement of the institution.

The institution fosters a culture of empowerment, collaboration, and shared ownership, enabling stakeholders to contribute their talents, ideas, and energies toward achieving common goals and advancing its mission by embracing decentralization and participative management practices.

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.

Maintaining transparency in financial, academic, administrative, and other functions is essential for fostering trust, accountability, and stakeholder confidence in an institution. Here are some efforts made by our institution may undertake to ensure transparency across its various functions:

Financial Transparency:

Our institution undergoes internal and external audits regularly. The management of our college has appointed an auditor to look after the Internal Financial Audit. The internal audit is done every three months and the report is submitted in the General Body meeting, which is conducted once in every four months for approval. The External Audit of the college is conducted by Government agencies like the Accounts General (AG) and Account Officer, Higher Education, Government of Karnataka.

Academic Transparency:

The institution has kept up-to-date course catalogues, program descriptions, and academic calendars accessible to students, faculty, and the public. The institution's website outlines admission requirements, academic policies, program outcomes, and graduation requirements. The college conducts regular program reviews, assessments, and evaluations to ensure academic quality and accountability and make assessment results available to stakeholders.

Administrative Transparency:

Administrative decisions and actions are documented, justified, and communicated to all promptly. Teaching and non-teaching members are provided opportunities to participate in administrative decision-making.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	No File Uploaded
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

Various committees and departments are formed to chalk out the strategic plan of events and activities at the beginning of the academic year. It will support the growth and development of the institution. Meetings are held regularly for planning and implementing the events. The library plays an important role and is known as a knowledge resource Centre. The Library Committee has successfully implemented the institution's perspective and strategic plan. This has been achieved through the development of an action plan, and the following initiatives were taken. At the beginning of the Year, a library committee was formed, and one professor was responsible for the library committee in charge. A meeting was conducted regarding the budget for purchasing the books. The librarian collected the titles of the books and journals from the faculty. A meeting was called to discuss and get the approval of the committee to purchase the books. This agenda was put forth in governing council meeting for permission to purchase the books. About 43 reference books and 107 textbooks were purchased. Amount is Rs.28,520.00. It was made available for the student and the teacher to access.

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.

Our college is governed by the Higher Education Department of the Karnataka Government. The college comes under the jurisdiction of the Joint Director of Collegiate Education, Mysore and is affiliated to the University of Mysore. Being a Teacher Education Institution, the college functions as per the directions given by UGC and NCTE. At the college level, the Principal leads the institution and carries over the academic and administrative functions. The teaching staff, administrative staff, and librarian perform their duties according to the principal's directions.

Staff meetings are held regularly to plan and implement the program effectively. The activities such as teaching, learning, and academic administration curricular and co-curricular activities are executed as per the scheduled year plan.

Various committees are formed for the planning, preparation, and execution of academic, administrative, and extracurricular activities. Each committee consists of the Convenor and its members.

File Description	Documents
Link to organogram on the institutional website	https://sgcedmandya.ac.in/wp-content/uploads/2020/09/IQAC%20chart.pdf
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

Three/Four of the above

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

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

The institute has formed various committees/bodies/cells, and their functions are properly defined by considering its overall development. Women's sexual harassment cell is one of the committees in our college. The first meeting of women's sexual harassment cell was held on 12th Feb 2023 and decided to conduct poster making competition and cooking without fire competition. As per the decision taken on 8th March 2023 and 10th March 2023 poster making competition and cooking without fire competitions were organised respectively.

On 21st March 2023 International Women's Day was celebrated with a theme "Embrace equality". The chief guest Dr.Asha B N principal of Somani B.Ed college mysore addressed on the topic gender issues and stressed on co-operation and understanding in the family.

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 has effective welfare measures for teaching and

non-teaching staff. The Staff Council takes various steps to ensure their well-being, addressing all basic needs. Staff members are honoured for their special achievements and all programmes are celebrated wholeheartedly by the college staff.

The initiatives taken by the college towards the welfare of its staff and faculty is as follows:

- Faculty members are given individual computers and internet facility to do their day-to-day work more efficiently.
- Financial incentives are provided through promotions and increments to the teaching faculty as prescribed in keeping with the Career Advancement Scheme of the UGC.
- The college has provided, paternity leave and medical leave.
- Duty leave of a maximum of 30 days for the teaching staff are provided to attend various orientation and refresher courses and training programs as per Government rules.
- OOD is provided to the teaching staff to participate and present papers in conferences, seminars and workshops.

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.

0

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

5

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

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

There is an Internal Performance Appraisal system for all staff members headed by the Principal of the Institution. The principal monitors and evaluates the performance of all its staff and communicates the areas of improvement or the overall performance annually. This process is done through the following process:

1. The institution or management evaluates teachers based on teaching, research and participation in development activities and due importance is given to all the activities.
2. Each faculty member fills out a structural form for this purpose, where the faculty gives the details of his or her performance and participation in all the activities.
3. The form submitted by the faculty is analyzed in different areas such as teaching, research, administrative work and extension activities.
4. Feedback is obtained regularly from students through online mode at the end of every academic year.
5. For Career Advancement under CAS, Yearly Performance Appraisal formats are submitted to the Principal at the end of every academic year.
6. The performance of teachers is also assessed through student feedback, which is taken at the end of every academic session.

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

6.4 - Financial Management and Resource Mobilization

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

Regular internal and external audits are conducted by our organization. An auditor has been assigned by our college's administration to handle internal financial audits. Every three months an internal audit is completed and the report is presented for approval at the general body meeting, which happens every four months. Accounts General (AG) and Account Officer, Higher Education, Government of Karnataka, carry out the college's 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)

0

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 college receives salary grants from Government of Karnataka for permanent employees. In addition to this, Fees collected from students as per the prescribed fee structure by the affiliating university and government of Karnataka is used for the college development. The college prepares the budget for each academic

year by considering the expected expenditure of guest faculty and support services. The prepared budget is discussed with the management and the approved budget is then utilized for the required development of the college.

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

6.5 - Internal Quality Assurance System

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

IQAC of the Institution introduces Quality programs. It always supports the innovative ideas of the faculty. The in-charges of various clubs, cells and committees are encouraged to bring proposals well in advance for organising programs Systematically. IQAC thoroughly verifies the proposal and place it before the principal for finalizing the proposal. After interacting with the Coordinators and in-charge of the respective Club/Cell/ Committee, the program plan is finalized. Once the plan is approved, IQAC Co-ordinators provides valuable suggestions to ensure the quality aspects of the program. Soon after the completion of the program, concerned in charge submits the report to the IQAC Co-ordinator for verification. After obtaining feedback, Cell/Club in-charge resubmits by incorporating suggestions or corrections. After receiving report IQAC brings it to the notice of principal. After obtaining approval IQAC files the record. IQAC plays a major role in evaluating API [Academic Performance Indicator] of the teacher educators. After the completion of Academic year, every Teacher Educators of the Institution submits Self Evaluation report of their performance to IQAC. The Co-ordinators of the IQAC verifies the documents and scoring according to API and Provides feedback if needed to the concerned teacher educator or else submit it the principal for final verification. Then their API's records are filed safely by the IQAC. Like this, it plays a major role in conducting academic and Administrative work smoothly.

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 of the college periodically reviews and constantly upgrades the quality of the teaching-learning process in the following ways:

1. Regular meetings are held to review the teaching-learning process continuously.
2. Action Plan - Teachers create an action plan for the courses at the start of the academic year.
3. Regarding the implementation of action plan discussions are held in the staff meeting.
4. Staff Performance Appraisal Report - All the staff members are required to submit the self-performance appraisal report to the IQAC for verification of suggestion.
5. Students Satisfaction Survey - Students complete the online Student Satisfaction Survey provided to them. This feedback is used to make appropriate decisions about curriculum development, teaching methods, and resource allocation and facilities to be extended to meet the demands of learners.

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

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

05

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

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

One of the above

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://sgcedmandya.ac.in/wp-content/uploads/2024/04/IQAC-MEETING-FILE-08-Feb-2024-10-54-00.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	Nil
Consolidated report of Academic Administrative Audit (AAA)	No File Uploaded
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	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 Annual Quality Assurance Reports (online) are prepared and submitted regularly to NAAC within the stipulated time.
- Academic and Administrative Audit is conducted by inviting external experts. Adequate measures are taken to implement the suggestions of the audit members.
- Student Satisfaction Survey (online) is conducted to ensure the satisfaction of students with the overall performance and programmes of the institution.
- classrooms are equipped with smart board for better ICT support for teaching learning and evaluation.
- classrooms are enabled with white boards.

Fire Extinguisher

A fire extinguisher is a crucial piece of safety equipment designed to control or extinguish small fires. They come in various types, each suitable for different classes of fires such as Water-Based Fire Extinguishers, Dry Chemical Fire Extinguishers, Carbon Dioxide (CO₂) Fire Extinguishers, Foam Fire Extinguishers and Wet Chemical Fire Extinguishers. Out of above our college has installed water-based fire extinguisher as a precautionary measure in case of fire in the college. In our college the fire extinguisher and down corner system is installed.

Rain water harvesting

Rainwater harvesting refers to the collection and storage of rainwater for various purposes, typically for future use. Instead of allowing rainwater to run off into drains or other drainage systems, rainwater harvesting systems capture and store the rainwater for on-site use. This practice is aimed at conserving water resources. In order to make use of rainwater, our college has setup rainwater ground recharge and to recharge Borewell system is installed to ensure continuous use of borewell water.

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

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

The institution streamlines its energy conservation by following its energy policy. It provides instructions to the students to check the use of the electricity and switch off switches of lights and fans when they are not using them. Gradually institution is replacing incandescent bulbs by LED bulbs and frequently replaces inefficient electronic gadgets in order to avoid wastage of energy. It also educate its students and staff members to use natural daylight and open windows for proper ventilation. It uses one generator as alternative source of energy.

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

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

Institution has the best way of managing solid and liquid wastes. Institution bifurcates solid wastes into Biodegradable and Non-biodegradable wastes. Every morning the municipality collects both wastes separately. UGD Connection is well planned for liquid waste management.

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

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

One of the above

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

Shankaragowda College of Education is deeply committed to maintaining cleanliness, greenery and a pollution-free environment. The Institute can significantly impact the environment by opting for green practices as the "Go-Green" initiative involving students-led activities like planting saplings, cleaning the campus and maintaining green grass and greenery in front and around the campus and ensuring sustainable development. These measures help to keep the campus fresh,

healthy, and pleasing. Gardeners are employed to maintain green cover. No pesticides are used.

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

Two 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	View File
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	No File Uploaded

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

0

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

Shankaragowda College of Education affiliated to the University of Mysore is located at a prime location in Mandya city providing all facilities to students and visitors and is easily accessible for all. Bakery, Hotels, stationery shops, and pharmacies are at our disposal. TEI is at an advantageous location in every aspect and provides ample facilities to students.

A Swachh Abhiyaan program was conducted on October 2nd and many other days where student teachers participated in cleaning the campus premises and conducting cleanliness and hygiene related programme in the college. The institution has endeavored to spread awareness of environmental issues through an Environment Day celebration. Speeches were conducted to highlight important issues such as gender equality, human rights, social wellness, physical wellness etc. The use of tobacco products and narcotics is banned within the campus area. The college celebrates Independence Day, Republic Day, and other cultural festivals instilling values of love, integrity, and patriotism.

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

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

D. Any 1 of the above

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

7.2 - Best Practices

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

Visit to Blind School

Teacher Trainees of our college visited Shree Jagadguru Balagangadharanatha Swami Blinds school, Archakarahalli, Ramanagara district on 18/07/2023. Trainees had a different experience when they visited the school. Trainees observed the computer lab and learned that they use the speakers to type; besides this, teacher trainees observed the braille script and mobility of the students. Trainees visited the school at 9:30 AM and participated in the prayer and also observed each and every class with the help of the school teacher. This visit was coordinated by Dr. HemanthKumar.B.C. & Dr.M.L.Sunilkumar. The headmaster of the school Sri. Shivaramu cooperated very well with the trainees.

WORLD POPULATION DAY

It is observed every year on 11th July to remind people of the challenges being faced due to over population. The day is marked to call for attention to issues like the importance of family planning, child marriage, gender equality, human rights, and others. On this special day, the world comes together with the

goal of highlighting the difficulties created by overpopulation. It also raises awareness about how overpopulation may harm the ecosystem and the progress or growth of humanity.

On 11th of July, on account of World Population day, Awareness programme and the Essay writing competitions were held in ten secondary schools of Mandya District. Our prospective teachers were encouraged to speak on the issue to create awareness among High school students about over population.

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

College Emphasizes on the all-round growth of teacher trainees across teaching, learning, and evaluation attributes which significantly enhance teacher trainees' preparedness to excel in the classroom and positively impact student learning outcomes. The college focuses on Teaching Attributes to ensure that teacher trainees develop the necessary skills, knowledge, and attitudes to effectively engage with their students. This includes not only understanding pedagogical theories and methodologies but also cultivating empathy, communication skills, and adaptability to meet the diverse needs of learners.

Our college encourages teacher trainees to engage in continuous learning and professional development. Which helps teacher trainees to stay updated on the latest educational research, trends, and best practices. This fosters a culture of lifelong learning among educators, enabling them to continually improve their teaching practices and adapt to evolving educational landscapes. Effective evaluation practices are essential for assessing student learning, providing meaningful feedback, and guiding instructional decisions. By emphasizing evaluation attributes, our college is equipped with the skills to design fair and valid assessments, analyze assessment data, and use assessment results to inform teacher trainees regarding their standard of learning.

Overall, Shankaragowda College of Education emphasizes on the all-round growth of teacher trainees across teaching, learning, and evaluation attributes, our college is laying a strong foundation for the development of competent, reflective, and student-centered educators who are well-equipped to meet the challenges of 21st-century classrooms.

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